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ABSTRACT

An effort by the Office of Education to assist some 900 school districts, through financial aid, with the problems attendant with the final stages of their desegregation plan or the carrying out of a court-ordered plan is discussed. This effort, the Emergency School Assistance Program (ESAP), was evaluated to determine: (1) overall effectiveness, (2) activities which seemed to be achieving greater results, (3) extent to which projects were carried out as planned, (4) effectiveness of DHEW technical assistance, (5) effectiveness of project management, and (6) the role played by the project's Bi-Racial Advisory Committee (BRAC). A sample of 252 of the funded districts was selected to provide a wide mix of areas according to percent minority, grant size, percent of students reassigned, and geography. In each of these districts the project director, and a sample of principals, teachers, and students were personally interviewed. The evaluation plan revolved around the ability of the respondent to perceive change in 12 specifically defined areas related to desegregation. Respondents perceived considerable improvement during the school year in most of the 12 measures of interracial behavior. It varied from about 65% for the formation of interracial friendships to 7% for improved attendance of white students. The degree to which respondents cited a specific ESAP activity as causing a positive change was exceedingly low. (For related documents, see ED 058 470 and ED 058 472.) (Author/CK)

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RMC
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Final Report UR-163

EVALUATION OF THE EMERGENCY SCHOOL ASSISTANCE PROGRAM

Volume II: Design and Findings of Phase I Survey

September 15, 1971

AA 000 775

a division of Resource Management Corporation
7910 Woodmont Avenue, Bethesda, Maryland 20014

Final Report UR-163

EVALUATION OF THE EMERGENCY SCHOOL ASSISTANCE PROGRAM

in three volumes

Volume II: Design and Findings of Phase I Survey

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The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

PREFACE

These three volumes constitute the final report for the outside educational evaluation of the Emergency School Assistance Program carried out by Resource Management Corporation under contract to the U. S. Office of Education. While two earlier interim reports described various aspects of progress during the study, this final report is complete in itself and intended to serve as a total record of study design and findings.

Volume 1 is a summary of the overall study. While briefly describing the technical approach and methods, it mainly presents and interrelates the findings of the survey of Phase I and the case studies of Phase II.

Volume 2 describes Phase I in detail. It discusses the methods, data, and conclusions stemming from the survey of a stratified random sample of 252 school districts.

Volume 3 discusses the insights gained from extensive examination of 20 selected school districts. Included as separate appendices are lengthy case histories of each district.

ACKNOWLEDGMENTS

The analytical results of the Phase I portion of RMC's evaluation of ESAP are due primarily to the successful way in which over 9,000 in-person interviews were conducted with project directors, principals, teachers, and students in fourteen southern states. The accomplishment of these tasks were due to the exceptional work of Robert Davis and Noel Raufaste, Jr. who recruited supplemental interviewers and supervised the twenty RMC teams that conducted the field effort.

The collected data, of course, had to fit into the evaluation and analytical framework. Alisone Clarke and Carl Blozan played the synergistic roles that led to the development of the evaluation and analysis plans.

The survey instruments were designed to meet the needs of the evaluation plan. Alisone Clarke, Carl Blozan, and Jacques Guerin had the primary role for the project director, principal, and teacher instruments. Naomi Henderson developed the student instrument and the attitude portions of the other three instruments. Mrs. Clarke and Messrs. Blozan and Guerin designed the Bi-Racial Advisory Committee (BRAC) questionnaire.

The sample design was developed by James Scott and the all-important training of the interviewers was completed under the direction of Jacques Guerin.

Under subcontract from RMC, the completed instruments were coded by Beta Research and the data processing was conducted by DataTab, Inc. Their assistance in deciphering the complexities of the project directors activity matrix is greatly appreciated.

Edward Hass assisted Mr. Blozan in the analysis of the results and in the preparation of the final report. Dr. Robert Crain, of Johns Hopkins University, assisted by effectively leading us through the forest of data. The comments of Alisone Clarke were instrumental in making the presentation of Phase I results clearer and more straightforward.

Dr. Thomas Pettigrew, of Harvard University, reviewed earlier drafts of this final report and his advice is gratefully acknowledged.

In terms of overall project management, Dr. Kenneth Gordon served to coordinate the several Phase I activities and to interact with the OE Technical Director, Mr. Robert York. Bob York helped greatly by serving as a sounding board for the planning and instrument design. His assistance with the difficulties in the field work, and in developing the final outline for this volume are also greatly appreciated. Dr. Constantine Menges of the office of HEW Assistant Secretary for Planning and Evaluation (ASPE) participated actively in the review of draft instruments and analysis plans, and his help is greatly appreciated.

Finally, we wish to acknowledge the time and consideration taken by the over 9,000 persons who participated in the interviews.

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1

SUMMARY AND CONCLUSIONS

PROBLEM

In the late summer of 1970, the Office of Education began the funding of some 900 school districts to assist them with the problems attendant with the final stages of their desegregation plan or the carrying out of a court-ordered plan. Some $75 million were authorized for what became known as the Emergency School Assistance Program (ESAP). Funds were allocated to a wide variety of education and desegregation-related activities. The U. S. Office of Education contracted with RMC for an evaluation of the effects of this mix of activities to determine

(a) the overall effectiveness of the program,
(b) which activities seemed to be achieving greater results,
(c) the extent to which the projects were carried out as planned,
(d) the effectiveness of DHEW technical assistance,
(e) the effectiveness of project management, and
(f) the role played by the project's Bi-Racial Advisory Committee (BRAC).

METHOD OF APPROACH

A sample of 252 of the funded districts was selected to provide a wide mix of areas according to percent minority, grant size, percent of students reassigned, and geography. In each of these districts the project director, and a sample of principals, teachers, and students were to be personally interviewed. One to sixteen schools were visited in a district. In total, 879 schools were visited, with the principal, five teachers, and up to five students being interviewed in each school.

The evaluation plan revolved around the ability of the respondent to perceive change in twelve specifically defined areas related to desegregation. Classroom and non-classroom areas of change were included. The respondent was then asked to give his reasons for the change, either positive or negative. He was not urged or guided into mentioning ESAP activities. To place these responses in a proper context, data about the respondents' expectations with regard to solving the problems brought about by desegregation were collected. Other demographic, attitudinal, and operational data elements were also obtained. The design of the four interview instruments was similar although the project director's questionnaire included more questioning on the description of the activities. The Bi-Racial Advisory Committee members were sent a mail questionnaire into which were incorporated some of the same elements.

The analysis plan had to rely upon comparing the differences in the mention of positive or negative change with the presence or absence of particular activities since there was no control group to which the results could be compared. Thus, if respondents in districts that have an ESAP-funded remedial program underway answered more positively more often than respondents in districts without the activity, the differential positive change can be associated with the presence of the activity. Much more is needed, however, to show that the association is program related, and not just a spurious correlation. Consequently, patterns of such differential responses were investigated across all respondent categories and the impact on positive mentions examined in relation to the intensity of the activity, and the length of time it had been underway. Finally, the tendency for certain districts to select certain activities was examined to determine the extent of this bias. Thus, the results are not proving cause-and-effect, but rather examining the counter-argument that there is no effect. In the other objectives of the study, the analysis plan was keyed to studying the results of especially tailored questions.

Twenty multi-racial teams of two to four persons spent six weeks conducting the interviews in the field. The team leaders were RMC or subcontractor analysts with regional-based graduate students in the field of education composing the other team members. These teams were trained at RMC on the instruments and on interviewing techniques during a week-long training session.

The returned questionnaires were edited, coded, keypunched, and the data placed on computer tape for ease of processing. Several hundred tabulations were prepared to serve as the analytical base for the study's findings and conclusions.

FINDINGS

Descriptive Information

Over 1,100 different ESAP activities[1] were found in the 252 sample LEAs. Inflating this figure up to the 880 funded by early December 1970, it is estimated that there were 3,235 activities in total. For purposes of analysis and resolution, a classification structure was needed that would allow (and require) separation of similar activities. Based upon RMC's field experience with actual ESAP programs, a taxonomy was prepared that contained 17 activity groups and could, if necessary, be aggregated into the seven activity groups originally used by USOE. The most common activities in our sample were teacher aides and teacher training, followed closely by non-ethnic classes and materials. They comprise about one-third of the total activities in the sample. Busing (generally using the bus for extra-curricular activities) and comprehensive planning were the scarcest activities.

Most of the activities could not be called innovative in the United States; however, some of them could be considered innovative for the particular region or size of school in which they were taking place. Usually the activities were the direct result of ESAP: i.e., almost all respondents indicated that ESAP provided the entire source of funds for their particular ESAP project.

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[1] Throughout this study, RMC classified as a separate ESAP activity each separately identifiable entity being carried out by the LEA. In most cases, we based this upon the separate, distinct identification given by the LEA to its project components.

Most districts undertook from three to six activities. The average dollar amount of the activities was $19,000. The largest activities, on the average, were the remedial programs and teacher aides, with an average funding of $27,000. The largest activity was a $971,000 grant for teacher training. Student-student activities were the smallest overall, averaging $9,000. About 7,500 persons were employed in some capacity by ESAP, 42 percent of them black. Eighty-four percent of the activities were under way by January 1971 while 95 percent of the projects (a district's grouping of activities) had started by this same date.

The racial mix of the respondents ranged from 12 percent black for project directors to 43 percent black for students. Most of the directors and principals had much educational experience. The black teachers had two more years' experience, on the average, than the non-blacks. The white teachers were less experienced in teaching in an integrated environment.

Policy Implications

Respondents perceived considerable improvement during this school year in most of the 12 measures of interracial behavior. It varied from about 65 percent for the formation of interracial friendships to 7 percent for improved attendance of white students. There was a consistent pattern of agreement among all respondents as to the areas that had changed most. A strong pattern was also found due to the respondent's position. Directors saw more positive change than principals, who in turn saw more than teachers, who saw more than students. The incidence of citing change for the worse was very low, being under 5 percent for the majority of the change areas.

Many of the responses to these areas of change were found to be measuring the collective perception of the respondents. Thus, when the responses for the five teachers or five students in a school were compared, there was a tendency for all five respondents to agree that either there was or was not change. Five of the 12 change questions exhibited this property and therefore could be used as measures of something happening in the school. They were black student attendance, students working together in class, interracial student friends, interracial student groupings on the campus, and interracial teacher-teacher relations. The student friends measure was evident in both teacher and student responses. This is important as this situation is used as a measure of the degree of integration, as opposed to desegregation.

In addition, a strong negative relationship between a respondent's expectations about schooling desegregation problems and his subsequent perception of positive change was found for all respondents. Thus, the more positive they began the school year, the less positive change they saw. Black respondents were found to be more negative than non-black respondents in their expectations. The relationship was also very strong according to the respondent's position. Directors were by far the most negative in their outlook, yet they perceived the most positive change. Students were exactly opposite; they started out with positive expectations and saw little positive improvement.

When the presence or absence of a particular ESAP activity was related to the differential mention of positive change in the five measures, little overall impact, albeit positive, was found. It was evidenced mainly by the directors and principals, not by teachers and students. Similarly when analysis of the specific mentions of ESAP were made, a small positive effect was observed. The incidence of the mention of ESAP with worsening conditions was also considered in the examination of the activities.

The degree to which respondents cited a specific ESAP activity as causing the positive change was exceedingly low. Only 6 percent of the directors cited the activities, and only 1 percent of the teachers. These low values are not surprising as ESAP accounts for only 1 or 2 percent of district budgets. In addition, the low frequency of mention is indicative of our approach of not urging or guiding the respondents into providing ESAP-related answers. Some activities, such as the remedial activities, were found to be mentioned far more often than one would expect in relation to their existence in the program, while some of the logistical support activities, such as planning and portable classrooms, were never mentioned by any respondent.

It was found that particular activities had significant positive or negative associations with differential positive change. The activities that had to do with counselors, counseling support, and remedial programs had consistent positive associations. Student-to-student activities were also found to have positive relationships. These positive relationships mean that significantly more respondents received positive change in situations where the particular activities had been implemented than did respondents in situations where the activities had not been implemented. On the negative side was teacher training, meaning that significantly fewer respondents perceived change where this activity had been implemented than where it had not been implemented. The other activities, such as community programs, curriculum revision, busing, and general logistical support had an apparent neutral impact.

The attitude questions about eaoh general type of activity were examined to add insights to these findings. By and large, the activities showing positive associations with differential positive change were associated with much change in these areas, while the neutral activities showed much less impact. Indeed, evidence supporting the poor showing of the teacher training activities was obtained--it is viewed optimistically by teachers,but apparently it has done little to improve the way teachers and students of different races relate to each other.

The schools in our sample were separated into two groups having different degrees of shift in racial mix between this school year and the last on the assumption that ESAP was primarily intended to assist schools where large shifts were occurring. This distinction allowed us to treat, analytically, the effect of relative change in the racial mix of the schools. It was found that the incidence of perceived positive change was much higher in the high degree of integration change schools. This can be explained by the fact that the respondents in these schools began with a more negative outlook and included a higher proportion of black students. Essentially, all of the difference could be explained due to the negative relationship between expectations and positive change and the differences in responses between black and non-black. No significant differences in the selection of activities, according to several LEA characteristics, were found. Thus, the existence of spurious correlations was all but disproved.

Significant activity intensity and durational effects were found. For those activities with positive associations, the more intense the activity (as measured by dollars per student) the more positive change was noted. For teacher training, the activity with a negative association, the opposite was found; the more intensive the activity, the less improvement was cited. Similar results were found for duration, the longer the better activities had operated the higher the mention of positive change. The intensity effect was found to be most evident in the schools that had little or no shift in racial mix.

In the area of non-activity related reasons for change, racial attitudes were mentioned more often as reasons for positive change than for negative change while racial behavior was cited as often with positive and negative mentions. As a change in attitudes may be a predecessor of changes in behavior, this may be a good sign. On the other hand, parents and community, and motivation were cited more often as causes of negative change.

Project Management

Almost all of the ESAP project directors also had other responsibilities. Over half are the district's superintendent or assistant superintendent. The majority of the rest also run the district's other federal programs. Over 90 percent of the directors claimed that they were directly involved in the planning for the ESAP grant. There was a tendency, however, for more of the assistant superintendents and administrative staffs to also be involved in planning for the larger districts than in the smaller districts. In the smaller ones, the superintendent and principals were the key figures. The directors said that in about one-third of the districts the BRAC had also played a role while only 2 percent of the principals said this.

The activities selected by a district tended to be compatible with the general area that was felt to be best in the district and to correct the areas that were judged worse. Thus, if academic achievement was the district's big problem, community programs were not picked; administrative personnel were selected more often in areas where attendance was viewed as the worst problem area at the time. There is no way to determine the direction of the cause and effect.

Within a district, the activities tended to be allocated to all or almost all of the affected schools in the sample. Thus, little selectivity or tailoring of the mix of activities to the schools was apparent.

About half of the principals have experienced operational problems with the ESAP project, and there was no reluctance for them to go to their supervisor for help. Fewer teachers sought help, however, even though the incidence of problems was about the same. There were no differences found due to the race of the respondent or to the race of the supervisor.

The problems associated with the start up of the ESAP project were found to be, predominantly, lack of time and difficulties in finding the right people.

Verification

Considerable change was found in the implementation of the ESAP projects from that approved in the original grant as filed in the national office. No presumption can be made, on the basis of this study, about the extent of regional DHEW office knowledge of these changes except that, in some cases, directors specifically mentioned regional office approval of changes. About half of the projects had over a 20 percent change in their budget allocation between major activity groups. Twenty-five percent of the total had changed by 10 percent or more. Most of these changes went unexplained when the director was asked if the activities had been carried out as planned. It is interesting, however, that the change in activity type was to select more of those that this study found to be better. Thus, for example, community programs were dropped in favor of counseling and remedial programs.

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When shown a list, provided by the director, of the activities being conducted in their school, 25 percent of the activities were not recognized by principals as being in their school. One-third of the teachers did not recognize the ESAP activity in their school. While part of this discrepancy may be due to terminology difference, the lack of knowledge is large. The counseling and the non-personal community activities were the least often recognized activities.

Technical Assistance

The use of technical assistance from USOE staff was not widespread. Only 24 percent of the districts said they had requested and received it. There was no tendency for certain types of activities to receive more, or less, assistance however. The assistance provided by DHEW Region VI was deemed more effective than that from Regions III and IV. The directors were very pleased with the fast turn-around time in the processing of grant applications, but less so with assistance in planning and operations. On the whole, however, technical assistance was judged effective or very effective by over half of the respondents who received it.

Student Responses

Only one-third of the students were aware of something "new" concerning desegregation going on in their schools this year. Although they were not asked specifically about ESAP activities, more students tended to know about something new to help slow learners where remedial programs, as funded by ESAP, were present, for example. The results of the students' attitudes and opinions showed a general dislike for attending desegregated schools. The black students seemed to be sensing a change in social interaction more than the non-blacks and both races attributed better classroom conditions to the black teachers.

Bi-Racial Advisory Committee

The BRAC members seem to think that they are playing a helpful role in their ESAP project. An average of just over three meetings had been held, with the average number of meetings attended being just under three. Blacks seem to feel the committee is called upon to solve operational problems more than non-blacks feel this, while the non-blacks see the committee role as one of policy determination more often than do the black BRAC respondents. One-third of the BRAC members did not know the size of their ESAP grant and an even higher fraction could not describe their project in terms of specific activity categories.

SUMMARY

The research discussed in this report lead to the following summary conclusions. They are presented in terms of the broad questions described in Chapter 2.

- There seems to be little overall impact due to ESAP. Several techniques to assess impact were used, in the absence of a control group, and all showed only a small positive impact--and this only due to the responses of the project directors and principals. Examination of other control variables such as LEA characteristics and school descriptors showed no impact that could not be explained by non-ESAP related interactions.
- Certain ESAP activities seem to have greater impact than others. The activities positively associated with positive perceived change were also shown to have durational and intensity effects. These activities are counseling, counseling support, student-student activities, and remedial programs. One activity, teacher training, appeared to be significantly worse in impact than the others. The tests of duration and intensity were also supportive of this lack of impact. It appears that even though teachers welcome training, it does not materially affect how they interact with students of another race in the classroom.
- There have been considerable changes in the way that the ESAP projects have been carried out from the original plans. Only 37 percent of the projects did not have a major change in activity selection. Twenty percent of project budgets were over 10 percent lower. Five percent of projects had not yet begun by January 1971. The large degree of project changes should not be considered necessarily bad, in light of the very short time available to the LEAs for planning their ESAP projects. Moreover, the thrust of most changes was toward the inclusion of more activities of the type found more effective by this study.

- Technical assistance was little used, but it was generally rated as effective. Only 24 percent of the projects had received technical assistance. Directors rated OE much more effective in swift processing of applications than in providing technical assistance in later planning and operation. All in all, Region VI performed better than Regions III or IV.

- Project management appears to be effective. Most directors wore other hats, being either superintendent or federal program administrator. There seem to be no racial barriers in terms of going to superiors for help or in the quality of the help when operational problems occur. Over ninety percent of the project directors played a role in selecting the activities. These activities tended toward those which were supportive of good areas and corrective of bad areas in the school district.

- The BRAC members feel that they played an important role. Many did not know the size of the ESAP grant nor could describe the project, however. Blacks are involved more in operations, with whites being more involved in policy determination. In addition, at least one-third of ESAP project directors responded that BRAC members were consulted during planning of ESAP activity.

2

EMERGENCY SCHOOL ASSISTANCE PROGRAM: THE OBJECTIVES OF ITS EVALUATION AND THE PHASE I EVALUATION PLAN

DESCRIPTION OF ESAP

The Emergency School Assistance Program (ESAP) is a federal program to aid local educational agencies (LEAs)[1] in bringing about racial desegregation of their public school systems. It was initiated in the spring and implemented in the fall of 1970 to provide assistance to districts now eliminating *de jure* desegregation either pursuant to direct federal court orders or in accordance with plans approved by the Secretary of Health, Education, and Welfare and to provide for special needs incident to compliance.

In August of 1970, $75 million was appropriated by Congress, thereby establishing the present ESA Program. Special regional briefings were conducted and special processing procedures were established in the DHEW Regional Offices so that funds could be channeled to the districts as fast as possible in order to be of help in the early part of the school year. By mid-December 1970 (the cut-off date used for sample selection in this study), 875 districts had been granted almost $60 million. In total, about 900 LEAs were funded.

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1. Throughout this report the terms local education agency (LEA) and school district are used synonymously.

The general purpose of ESAP is evident from the following words of the authorizing regulations:

> The purpose of the emergency assistance to be made available... is to meet special needs incident to the elimination of racial segregation and discrimination among students and faculty in elementary and secondary schools by contributing to the costs of new or expanded activities--designed to achieve successful desegregation and the elimination of all forms of discrimination in the schools on the basis of students or faculty being members of a minority group.[1]

As a result of such broad wording, an extremely wide variety of educational activities are allowed to be funded under ESAP grants.[2] The regulations

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[1] Part 181.2, Title 45, of Code of Federal Regulations.

[2] RMC has adopted the following ESAP definitions for consistency within this study. It is believed they are compatible with the definitions used within OE and most field personnel.

Activity:	used to describe the specific function being carried out in a school or district with ESAP funds. For example, an in-service program to improve human relations or the employment of teacher aides.
Activity Group:	used to describe similar activities. For example, counseling and counseling support are in the counseling activity group.
Project:	used to describe the package of ESAP functions funded at a specific school district.
Program:	used to describe the overall ESA program. In total, the program consists of grants to over 900 school districts.

and the applications presented a variety of activities that were authorized. They fell into major activity groups as shown below:

I. special community activities,
II. special pupil personnel services (including remedial services),
III. special curriculum revision activities,
IV. special teacher preparation activities,
V. special student-to-student activities,
VI. special comprehensive planning and logistical support, and
VII. other ESAP activities.

In addition to the funding of the above activities an outside evaluation was called for in the legislation.

EVALUATION OBJECTIVES

RMC was selected in December 1970 to conduct this outside evaluation of the ESA Programs. In cooperation with OE, the following specific objectives were defined to provide guidance during conduct of this assessment of ESAP.

(1) Verify that ESAP projects are being conducted and determine whether changes in objectives or activities have occurred from original plans.

(2) Assess the effectiveness of ESAP on the following bases:

- What has been the overall impact of ESAP at the school level?
- What has been the differential impact produced by the various types of ESAP activities?
- Have ESAP projects had a meaningful role in the desegregation process (including specific desegregation plans, if relevent)?

(3) Assess the effectiveness of local project management in contributing to successful operation of ESAP projects.

(4) Assess the utility of the technical assitance provided by Federal ESAP staff to local school districts.

OVERALL RESEARCH DESIGN

A two-phased approach (in parallel) was selected to obtain the information needed to fulfill the several study objectives discussed previously. Although the broad purposes of these concurrent phases were similar, it is important to clearly distinguish between them since the data collection and analysis methodology are considerably different.

- Phase I was a broad survey of 252 school districts, which represented 30 percent of those receiving ESAP funds but 75 percent of total ESAP funds awarded. A stratified, random sample was selected to obtain data representative of the total program. Field teams visiting each district administered highly structured interviews to ESAP project directors, principals, teachers, and students. A field staff of about 70 completed over 9,000 interviews at the close of the Phase I field work. In addition, a brief mail questionnaire was sent to all members of the ESAP Bi-Racial Advisory Committee (BRAC) in each funded district.
- Phase II was an intensive study of 20 selected ESAP districts, which also sought information to assist in fulfilling the common study objectives. This Phase attempted to identify and document ESAP activities that have successfully aided the desegregation process. While several common data collection instruments were used in the 20 districts, the basic thrust for Phase II was an in-depth, case study examination of the ESAP activities in an LEA, thus allowing concentration on the special characteristics of each situation.

This volume of RMC's final report presents the results of the Phase I effort. Volume III describes the methodology and findings of Phase II.

PHASE I EVALUATION PLAN

This section describes the evaluation plan that dictated the design of the four major Phase I data collection instruments: questionnaires for the ESAP project director, principals, teachers, and students. In addition, a shorter instrument was developed for members of the district's Bi-Racial Advisory Committee. The development of measures by which ESAP's achievements could be assessed played a major role.

General Considerations

In order to meet the study objectives, changes in attitudes, behavior, and performance in a desegregated academic environment had to be measured and treated analytically, in a meaningful context. This was particularly difficult due to the highly sensitive nature of the problem and the framing of questions dealing with any aspect of desegregation or its effects. The ESA Program and black-white interactions had to be addressed squarely but without bringing about an antagonistic, purposefully deceptive, or overly compromising response.

Another factor was the time element involved,–both the limited length of time that ESAP funds have been available and the short duration of the study. The four survey instruments were consequently designed to measure perceived changes in desegregation-related situations, attitudes, and behavior, to the entent that they had occurred thus far. While it was not possible to assess the magnitude of change, it was possible to detect the participant's view about the direction of change, and, if change were perceived, the cause of this change.

A third area of concern and one also related to the timing of the study, was how to make it clear to the respondents that the primary purpose was to study effectiveness and not to check on compliance of the particular LEA with their desegregation plan. In several LEAs, desegregation and the initiation of ESAP activities had occurred almost simultaneously. This, of course, was an important reason for making very clear RMC's concern with assessing the impact of the ESAP activities rather than solely measuring the extent of desegregation itself. We tried to distinguish ourselves from other groups by not asking questions or checking on activities directly related to civil rights regulations. School racial mix data was obtained from the OCR files. Although we asked about several aspects of interracial attitudes and behavior, we steered clear of most areas of the day-to-day conduct of school operations. Thus, for example, no checks on bus routes, seating assignments in classrooms, or school regulations were made. By avoiding these areas, we tried to assure all respondents that we were simply trying to assess the impact of ESAP on easing the problems of desegregation -- and that we were not enforcing regulations. During the field activities, resistance or hostility was encountered from only a few individuals and LEA's.

Design Rationale

The means for collecting four major types of data were incorporated into the instrument design. The first was the establishment of respondent's expectations with regard to dealing with problems brought about by desegregation. "Problem" here had to be very carefully defined. The concern was with those school situation problems--both classroom and non-classroom--which arose as a result of desegregation and which could be addressed by the ESAP activities. The second area of interest was the incidence of perceived change in behavior with regard to these problem areas. Third, any association between the perceived behavioral changes and specific ESAP activities had to be established. The fourth area dealt with the descriptive data about the specific ESAP activities in operation in the various schools and LEAs and, in less detail, with respondent descriptive data.

Problem-Solving Attitudes: The Retrospective Expectations

Eight specific desegregation-related problem areas covering both classroom and non-classroom situations were defined. For each problem area, the respondent was asked to tell whether he felt, at the beginning of the school year, that it would be easy or difficult to solve. Thus, within this set of problem areas, the respondents' expectations with respect to dealing with specific difficulties in these areas were to be established. It would then be possible to classify participants according to whether they approached the solution of school problems with an easy or a difficult frame of reference. Information on the existence or magnitude of the problems stemming from desegregation was not sought; rather, information on the respondents' expectations of being able to deal with or to solve these problems was needed. This was necessary because ESAP is directed at solving or easing problems.

Since some districts were desegregating for the first time, the prior experience of personnel with desegregation may have been limited or non-existent. Consequently, applications from these districts for ESAP funds may have been addressed to solving the problems that were anticipated--not problems that had been experienced. For those LEAs using the ESAP funds to perpetuate an ongoing activity or to continue a previously desegregated environment, the same expectations were sought, although in those cases the problems may have been real and observable.

Finally, categorizing the respondents by their attitudes toward solving these problems allows us to take account of the fact that the degree of change, or lack of change, as perceived by a participant, may be affected by his expectations. Thus, the respondent's approach to problem solving serves as an important explanatory variable for differences in perceived behavorial change.

Perceived Changes in Behavior

The next major area of data needs was the change or lack of change in specific behavior or performance perceived by the respondent. Respondents were asked about twelve specific areas in which change might be expected if ESAP activities had been effective. Since ESAP legislation or regulations did not specify any specific behavioral measures or criteria, RMC developed its list of desegregation-related change areas after examination of past research, ESAP applications from LEAs, and discussions with knowledgeable professionals. These focused upon interracial behavior of students and teachers within the school setting (both in and out of the classroom) since the educational process within the school is the primary target of ESAP and since RMC only interviewed students and school personnel during the Phase I survey.

It obviously would have been desirable if each of the behavioral changes could be measured precisely. For example, academic achievement could be measured through testing; class participation could be observed and quantified by noting relative numbers of responses by race. However, in this phase of the study, there was neither time nor base data to utilize these types of measurements. Limited time and resources precluded examination of school records, although interviewers were fully familiar with project applications. For these reasons, this aspect of of effort focused only upon establishing if change had been perceived and if so, identifying the direction of this change.

Of prime concern with regard to these areas of change was the establishment of the fact that the changes were measuring something other than pure respondent bias or feelings. In other words, if change had, indeed, occurred in the school, we would expect all the teachers, or a significant number of them, to similarly perceive this change. Thus, for one of the twelve change areas to become a measure of change other than a response indicating respondent bias, it had to pass the test of pointing out a collective recognition of change or the lack of change.

Association with ESAP Activities

The incidence of perceived behavioral changes, related to the problem areas as discussed above, could be expected to be influenced by the presence of one or more of the ESAP activities, if these activities have had any effect. Thus, after the participant's perceptions of behavioral change were examined, association of these changes with specific ESAP activities was investigated. The interviewer elicited from the respondent what he perceived to be the cause or causes of each perceived behavioral change. Thus, if a participant noted that black students were indeed responding more freely to white teachers in the classroom, the interviewer probed for the reasons. It was expected that activities being funded by ESAP would be associated with some of these changes--possibly recognized more frequently by project directors and principals than by teachers and students due to their greater familiarity with the program. The probing by the interviewer did not try to elicit an ESAP-related response--it only allowed for the response to arise if the respondent considered it to be of importance. Thus, change and an ESAP activity are linked through an indirect approach. This sectio of the interview was open-ended to give as much latitude as possible to allow the participant to identify those activities or events in his school that he felt had some influence on changing behavior.

This provided a basis for associating perceived change with the existence of specific ESAP activities at a school. If the ESAP activity was related to the change in a manne that called its attention to the participant, it would become evident. Differences or agreement in reasons for change among directors, principals, teachers, and students could be identfied. When factors others than ESAP were associated with change or, when an ESAP activity in conjunction with another non-ESAP occurrence appeared related to the change, this was noted.

Descriptive Data

The fourth and final major area of interest incorporated into the evaluation plan was the descriptive data about specific ESAP activities. The activities taking place at the particular school were identified by the project director. Only at this time would specific mention of the ESAP activities being undertaken in the district or school be made, and only after the necessary change data had been collected. These data were necessary to substantiate or disprove the existence of the effect of the ESAP activities and provided another basis for associating change with ESAP. If the activities were having some effect, funding levels, the length of time that the activity was in operation, and other descriptive factors could support and explain these findings. If a greater degree of perceived positive change was observed in schools that selected a particular activity than in those that did not, the length of time that the activity had been operational in the schools should also have a positive correlation with the incidence of perceived change.

In addition, these data were necessary to support the verification and project-management objectives of the study. The type of questioning varied because directors, principals, and teachers could provide different parts of the verification, management, and descriptive needs. Much of the basic verification data was solicited from the director. As a check on the director's description, the principals were asked how the personnel and materials made available to the district by the ESAP grant were being used in his school.

In order to evaluate project management in terms of response within the project, the degree of participation in the development of funding applications by the respondents and the lines of communication from teacher to principal to director (which often include black-white interactions) were also investigated.

For each broad activity group, a set of attitudinal questions was included to try to assess the impact of the presence of the ESAP activity in the school on the respondent's attitudes. These attitude questions were asked of all respondents in a school or district having the activity regardless of their knowledge of the particular activity.

Finally, in order to categorize the respondents by race, experience, and age, applicable descriptive data were sought.

BRAC Questionnaire Design Plan

A survey instrument was needed to assess the impact of the role that the Bi-Racial Advisory Committee has played during the school year with regard to its district's ESAP project. The sophisticated design used for the other instruments could not be used since the respondent had to be relied upon entirely to fill out the survey questionnaire. A primary goal was to keep the questions simple and straightforward in order to increase the response rate. Other goals were to minimize the problems of inconvenience to the respondent and to avoid literary difficulties which some respondents might have.

Therefore, a separate instrument was designed which incorporated the following characteristics: (1) selected areas of change, with one open-ended question seeking the reason for change, were included; (2) data on how the respondent viewed the role and impact of his committee were sought; and (3) descriptive data about the respondent and his knowledge of his LEA's project were elicited.

During analysis,data from the project director's instrument were encoded by RMC for use with the BRAC responses from the sampled LEAs to relate the perceived change with the presence or absence of an ESAP activity group in the LEA.

SUMMARY

This chapter has discussed the objectives and research design for this ESAP evaluation study. Specific objectives center upon verification of project operations and assessment of the impact of ESAP (as a whole and by activity type).

The evaluation approach was designed to work from the problems of desegregation to the specific accomplishments, as perceived by the participants, of ESAP activities. Considerable effort has been made to avoid becoming bogged down in attitudes toward racial issues and attitudes toward desegregation itself. The direction, throughout, is toward the specific problems being dealt with by ESAP activities, the changes associated with these specific problem areas, and the attribution of these changes to specific ESAP activities. Respondents are categorized on the basis of solving problems and their approach to these problems -- not to race relations, per se. The time frame is clearly confined to the same time as the ESAP activities themselves.

The validity of using the areas of change as measures of program impact are established. ESAP activity descriptive date are used to substantiate or disprove this case for program impact. This is as close to cause-and-effect as allowed by the research design available to this study.

By collecting ESAP impact data in this manner, the Office of Education has received results that will allow them to assess the relative effect on desegregation of each of the several ESAP activities. By soliciting information on other causal factors relating to the improvement of the integrated situation, the effect can be viewed in proper perspective.

3

DATA COLLECTION

INTRODUCTION

This chapter covers that part of the Phase I effort which was aimed at the collection, assimilation, and processing of the data needed to carry out the ESAP evaluation plan. Detailed descriptions of procedures and events are included for the reader who is interested in these technical details. If the reader is more interested in data analysis and study results, he should proceed to the next chapter.

The first section is devoted to the sample selection plan developed by RMC, with OE's assistance. The second section discusses the development of the survey instruments, the four personal interview instruments and the mail questionnaire for the BRAC members. Due to its importance in assuring the success of Phase I, the training that the interviewers received is discussed in the third section of this chapter. The fourth section discusses the organization and conduct of the field work. The monitoring of the interview teams, the problems encountered and the method by which the interviews were verified are included. The final section describes the data encoding, editing, and processing procedures used to create the data base for the Phase I analysis.

SAMPLE SELECTION

It was originally estimated by USOE that as many as 1,300 LEAs would be eligible to apply for ESAP grants. By the end of the school year, a total of about 900 had applied and been funded. The RFP specified that 252 LEAs out of those approved for ESAP funding by mid-December 1970 were to be surveyed by RMC. As specified by USOE, the universe to be sampled was limited to 14 southern states, which accounted for all but 17 of the total of 864 LEAs funded at that time. Within each LEA an average of 3-1/2 schools were to be sampled, with the principal, five teachers, and up to five students being interviewed at each school. Thus, four stages of sample selection were required. First, LEAs were selected. Within each selected LEA a sample of schools was chosen. Teachers were selected from the schools and, finally, students were selected from the classrooms of the interviewed teachers. The method and rationale of selection are described for each stage in the following subsections.

Sample of LEAs

The method of LEA sample selection was designed to ensure representation with respect to size of grant, geographical region, percent of minority students, and percent of students reassigned. The sample was also checked for size with respect to the individual types of ESAP activities.

Representation with respect to size of grant was obtained through stratification of LEAs by the seven grant categories in use by the Office of Education. Stratification by grant size permitted sampling of LEAs in the larger grant categories at differential rates. Sampling in these categories at higher than average rates is desirable from the point of view of statistical efficiency for estimates relating to pupils and funds. Since the LEAs with the larger grants were more likely to have had a greater number of activities, this also enhanced the sample distribution across all types of projects. Thus, all LEAs in the top three grant categories have been included in the sample. The sampling fractions used for the other four grant categories, and for further sampling with the grant size strata, were similarly derived with design efficiency and simplicity of sampling error calculations in mind. The sampling fractions derived for each grant category under this criterion are shown in Table 3-1 along with the populations and sample sizes.

Table 3-1

LEA SAMPLE DISTRIBUTION BY GRANT SIZE

ESAP Grant Size	Total LEA Population[a]	Sampling Fraction (approximate)	Sample Size
$1,000,000	5	1	5
$500,000-$999,999	11	1	11
$200,000-$499,999	24	1	24
$100,000-$199,999	73	1/2	36
$ 50,000-$ 99,999	173	1/3	58
$ 25,000-$ 49,999	238	1/4	58
0-$ 24,999	323	1/6	60
Total	847		252

a. As of cut off date of December 18, 1970 in the 14 states surveyed.

To obtain representation with respect to geographical region and percent minority, categories of LEAs were defined with respect to each of these variables; and LEAs were clustered within grant strata according to groups of these categories. Percent minority was divided into ten categories of ten percentage points each. States were divided into five categories as shown in Table 3-2.

For design efficiency, two guidelines were followed in forming clusters of LEAs:

- the total number of LEAs in a grant stratum were distributed as uniformly over the clusters as possible. Specifically, the cluster was to contain the number of LEAs required to produce a sample of 4 or 6 LEAs when the grant stratum sampling fraction was applied.
- each cluster was formed so that it was as homogeneous as possible with respect to percent minority and geographical distributions.

Good representation with respect to percent of students reassigned was obtained by ordering the LEAs within each cluster by percent reassigned and drawing a systematic sample using a random start.

Following these sampling procedures, a random sample of 252 LEAs was drawn. The distributions of the resulting sample of LEAs by state, by percent minority, and by percent reassigned are shown in Tables 3-3, 3-4, and 3-5, respectively. Appendix A contains a list of the 252 LEAs included in the Phase I sample.

Sample of Schools

As specified by the Office of Education, a total of approximately 875 schools from the 252 LEAs were to be sampled. To ensure representation with respect to grant size, the sample was stratified by this variable. Sampling rates for the strata were chosen in such a way as to enhance the statistical efficiency of estimates relating to pupils and funds. They are shown by strata in Table 3-6, along with the estimated number of schools in the sample LEAs and the size of the sample of schools.

Table 3-2

CATEGORIZATION OF LEA'S

I		II		III		IV	
States	No. of LEAs	States	No. of LEAs	States	No. of LEAs	States	No. of LEAs
Texas	101	Kentucky	4	Florida	57	Georgia	148
Oklahoma	10	Maryland	4	Tennessee	37	Louisiana	38
Arkansas	81	North Carolina	82	South Carlolina	68	Total	186
Total	192	Virginia	58	Total	162		
		Total	148				

V	
States	No. of LEAs
Mississippi	94
Alabama	65
Total	159

Table 3-3

LEA SAMPLE DISTRIBUTION BY STATE

State	Grants less than $200,000	Grants $200,000 and Above	Total
Alabama	18	2	20
Arkansas	18	0	18
Florida	13	8	21
Georgia	36	5	41
Kentucky	1	0	1
Louisiana	12	5	17
Maryland	2	0	2
Mississippi	22	1	23
North Carolina	25	6	31
Oklahoma	1	0	1
South Carolina	15	4	19
Tennessee	9	3	12
Texas	23	2	25
Virginia	18	3	21

Table 3-4

LEA SAMPLE DISTRIBUTION BY PERCENT MINORITY

Percent Minority	Grants less than $200,000	Grants $200,000 and Above	Total
0-9	6		6
10-19	22		22
20-29	31	9	40
30-39	48	4	52
40-49	39	11	50
50-59	36	5	41
60-69	18	1	19
70-79	11	5	16
80-89	5	1	6
90-100			

Table 3-5

LEA SAMPLE DISTRIBUTION BY PERCENT REASSIGNED

Percent Reassigned	Grants less than $200,000	Grants $200,000 and Above	Total
0-9	16	8	24
10-19	17	7	24
20-29	30	8	38
30-39	36	8	44
40-49	30	3	33
50-59	27	5	32
60-69	17	0	17
70-79	4	1	5
80-89	4	0	4
90-100	33	0	33

Table 3-6

STRATIFICATION OF SAMPLE OF AFFECTED SCHOOLS

Grant Size	Estimated Total Affected Schools	Average School Sampling Fraction	Sample of Affected Schools
≥ 1,000,000	812	1/8	96
500,000 - 999,999	608	1/10	65
200,000 - 499,999	790	1/10	93
100,000 - 199,999	534	1/3	140
50,000 - 99,999	610	1/3	205
25,000 - 49,999	361	1/3	167
0 - 24,999	197	1/2	113
TOTAL	3,912		879

The sampling rates that are shown in Table 3-6 are average sampling rates for the strata. (Not all LEAs within a stratum were sampled at the same rate. Rather, all LEAs of the same size were sampled at the same rate regardless of the grant size stratum they were in.) Table 3-7 shows a portion of the distribution of LEAs by grant size and LEA size. Also, it shows the sampling fraction by LEA size. These are the actual sampling fractions used in selecting the sample. For all LEAs of three affected schools or less, the sampling rate was set so that one school would be selected from each of these LEAs. The remaining sampling fractions were set so that the overall sampling fractions for the grant categories would approximate those shown in Table 3-6. A maximum sample of 16 schools from any LEA was specified. To approximate the sampling fraction of one-eighth for the $1,000,000 or more grant category, 16 schools had to be selected from all six LEAs in this category. The net effect of the sampling plan for LEAs and for schools within LEAs is a tendency to have slightly oversampled the schools in the middle grant size categories.

Table 3-7

DISTRIBUTION OF LEAs BY GRANT SIZE AND LEA SIZE AND SAMPLING FRACTIONS BY LEA SIZE

Grant Size	LEA Size (Number of Affected Schools)										
	1	2	3	4	5	6	...	55	61	71	...
	Sampling Fraction										
	1	1/2	1/3	1/2	1/2	1/2		1/3	1/10	1/10	
0 to 24,999	12	17	12	6	4	2					
25,000 to 49,999	2	9	5	12	2	3					
50,000 to 99,999	2	2	4	6	6	1					
100,000 to 199,999		1	1	1		1					
200,000 to 499,999									1		
500,000 to 999,999										1	
1,000,000 or More								1			

The sample of schools in an LEA was selected from the total list of schools participating in the ESAP project, even though, as is explained later, students were not to be interviewed in some types of schools. The list of schools in each LEA was divided into two categories--those that had a heavy concentration of ESAP activities and those that did not--based upon statements obtained from the project director by phone. To ensure adequate representation of all schools, half of the sample was selected from the heavy concentration category and half from the other category of ESAP recipient schools. Based upon the list provided by the directors, about 1/3 of the schools fell in the heavily involved category. The sample of schools was selected prior to the interview team's arrival at the LEA. Thus the interviewers were instructed to visit specific schools in each district.

Sample of Teachers

Five teachers were selected from each school in the sample. To ensure good representation of teachers directly involved in ESAP activities, two teachers were randomly selected from those directly involved in the program and three were randomly selected from the remainder of the list of teachers in that school. The selection was done by the interviewers in the field from lists obtained from the principal of the school. The procedure for selection utilized the random-start fixed-interval technique and was provided to the interviewer prior to the start of fieldwork.

Sample of Students

As with teachers, five students were selected from each school in the sample, with the exception of those schools whose grade span did not include the fifth grade or higher or those special schools (such as correctional schools or certain schools for the handicapped) where interviewing students was not feasible. One student was randomly selected from the class roll of each classroom teacher in the sample. If the teacher had more than one class during the day, the student was selected from the first class taught.

If there were less than five classroom teachers in the sample, a classroom teacher in the sample was selected randomly and a second student was then selected randomly from the class of that teacher. To avoid excessive clustering of the sample of students, no more than two students were selected from the class of any one teacher. If at least two students had been chosen from the classes of all classroom teachers in the sample and there were still students to be picked, the remaining students were selected by first randomly picking teachers not in the sample and then randomly selecting students from the classes of these teachers. The additional teachers were not interviewed.

Impact of Sampling Plan

The impact of the sampling plan discussed above is to provide samples of schools and activities, but not LEAs. Consequently, the school becomes our basic unit of analysis. The selection of 4 or 6 LEAs in any sample cluster was originally established to facilitate variance calculations for LEA estimates, but it later became apparent that LEA estimates would not play a role in this evaluation. The selection of a sample of schools from an LEA often led to cases where activities that were ongoing in the district were not found in the particular school that had been selected. Moreover, later analysis of field data found no statistical difference in activity selection based on the LEA descriptors.

Analyses were not directly run on the two degrees of involvement in ESAP. As stated earlier, the degrees of involvement were established solely to ensure an adequate representation of schools and teachers in the sample. The definition of involvement was left to the project director and principal and, even with guidelines provided by RMC, the determination was still highly subjective.

Adherence to Sample Plan

The results of the sampling process adhered to the sampling plan with little exception. One LEA had to be substituted for another which withdrew from ESAP at the last minute, but they were of equal size. In scattered instances, the grant size according to the director fell into a different category. However, most of these occurred in the larger categories, which were sampled at 100 percent in any case. These were the only discrepancies in terms of LEAs sampled.

The number of principals was slightly less than the number of schools visited because in about 20 LEAs the project director was also the principal of a school selected.

There was no problem with obtaining the five teachers required in each school Eleven percent of the teachers interviewed were not the first one selected by the interviewer, but these substitutions resulted in no difference with regard to race or degree of teacher involvement.

With regard to students, an average of less than the five per school in the sample were actually interviewed. This resulted from the decision not to interview students in the fourth grade and below. The maximum number of student interviews was reduced by about 600 by this action.

About 18 percent of the students interviewed were not the first ones selected. While exact attendance rates in March and April of 1971 for the LEAs sampled were not obtained, the necessity to substitute 11 percent of the teachers and 18 percent of the students because of absences does not vary drastically from national attendance rates. In any case, no clear pattern of respondent substitution emerged. The returning interviewers also supported this finding: they indicated that they felt that there were no conscious efforts to substitute students.

INSTRUMENT DESIGN

Types of Instruments

There were four separate survey instruments for the different personnel categories in the LEAs: ESAP project directors, school principals, teachers, and students. For all but the student category, the basic design of these instruments was very similar. In the case of the project director, additional material was required to gain information about the administration and implementation of the various ESAP activities. The student questionnaire was purposely constructed at a vocabulary and level of sophistication which was more understandable to a person with a more limited base of knowledge. For example, it did not include separate sections for specific ESAP activities.

In addition, a mail questionnaire was prepared to elicit responses from members of the ESAP Bi-Racial Advisory Committees in all 900 funded LEAs. This form requested data on the degree of involvement of the committee as a whole and of the individual member in particular. Copies of these instruments are contained in Appendix B to this volume.

Instrument Layout and Question Framing

The project director, principal, and teacher questionnaires are enough alike to be discussed together. The instruments were composed of three main parts, the first concerned with expectations and perceived changes, the second with the particular ESAP activities undertaken and the related activity-specific attitudes, and the third with demographic data, technical assistance and project management.

The first section combined the questions dealing with the problem-solving expectations, the perceived changes, and reasons for the changes. This information was obtained from a series of about two dozen questions. Each "expectation" question was designed to depict a problem that could be addressed by an ESAP activity. Each "change" question could be related to the expected problem areas. The expectations and perceived changes concerned both classroom and non-classroom situations to provide a basis for encompassing the entire academic environment.

In this section of the instrument, the key dependent variables of the evaluation are found. They are the incidence of perceived change (positive or negative) and the attribution by the respondent of that change to an ESAP activity.

An indirect approach was selected for the expectation questions; that is, respondents were asked how they thought teachers in general felt about certain situations as opposed to how the respondent himself felt. In sensitive areas, such as desegregation, indirect techniques have been shown to be the most satisfactory in producing realistic answers.

The "expectation" questions were closed-ended with four possible answers to describe the solution of problems. The goal was to determine whether the respondent, at the beginning of the last school year, had anticipated that the problems likely to arise would be very difficult to deal with, difficult, easy, or very easy to deal with. This type of response is not easy to elicit as the respondent's recent experience may influence his recall of past expectations. Nevertheless, not having had the opportunity to question respondents on a before-and-after basis, this was the only approach possible. Since "the beginning of the school year" marks a very clear time point for school personnel and students, it was a relatively easy point at which to focus for the recall of expectations whereas a date within the school year, even if related to the implementation of the ESAP activities in the district, would have been a more difficult time with which to associate past feelings. The questions were phrased to remove any suggestion which might make the respondent feel that he was being judged on the basis of what he said he expected as opposed to what actually occurred.

The "change" questions were partly open-ended and were worded in a more direct manner. Since perceived change was being sought, it was desired that responses reflect what the respondent had observed during the current school year.

The changes were all concerned with specific areas or conditionas, that were, in principle, measurable. If a positive or negative change was volunteered by the respondent, the interviewer probed to find to what this perceived change was attributed. In this open-ended portion, the relating of change to an ESAP activity (if there was any relation) was made. The respondent was never to be guided toward saying that the change was associated with one or more ESAP activities.

To cover the instances where a respondent offered several "no change" answers for the set of "change" questions, another question, aimed at determining his view of the current status of conditions of integration in the school, was asked. Thus, it was possible to categorize to some extent the perceived status at that school.

The second major part of the instrument was aimed at finding out which ESAP activities were being conducted in the district and which schools were affected. Once these data were obtained, the appropriate activity-specific modules could be administered.

One question in this section (the activity matrix of the director's instrument) provided the key to this process. The interviewer elicited from the project director what terms were used in referring to the ESAP activities in his district. Since there can be many kinds of teacher training programs, for example, a common term for what was going on in the district was needed. This made it possible for the appropriate activity-specific modules to be asked of the director (the module for teacher aides for instance, was only relevant when teacher aides were planned or were being used in the LEA), and, in addition, the information could be transferred to the principal and teacher instruments so that the proper module(s) could be administered to them also. Thus, the interviewer had to obtain from the director a descriptive title that would most likely be known in the schools which had the activity and that would allow for the proper set of questions to be administered.

The other parts of this question and the modules were then used to provide the descriptive properties of the activities which generated several independent variables. They included the presence or absence of activities in a school or LEA, the amount of funds being spent on each activity, the length of time it had been in operation, the number and type of persons employed in the implementation of the activity, materials that had been purchased, and the use of personnel and materials. In addition, a set of attitude questions was asked to determine the respondent's impression of how the activity had affected specific school problems.

As leeway was needed to allow the project director to describe his ESAP activities as he best saw them, most of the questions in this section were open-ended. They were mainly descriptive, however, so that they could be asked in a straightforward manner.

The final part of the questionnaire design provided demographic data on the respondent and covered the areas of technical assistance and project management. The demographic data were needed to provide the independent variables such as race, age, experience in education, and length of time spent in the particular LEA.

The technical assistance and project management questions were designed to elicit impressions of the effectiveness of technical assistance and the extent to which the respondent played a role in the planning and implementation of the ESAP project in his LEA or school.

Most of the questions in this last section were closed-ended because the response categories could be predefined. Only the nature of the technical assistance and a question regarding ESAP implementation difficulties were open-ended.

In addition to the data collected during the interviews, some data made available by the Office of Civil Rights were entered into the data base. These data included LEA and school identification numbers compatible with other OE identification systems, the number of minority and non-minority students in the LEA, the percent of students reassigned, the urban/rural designation of the LEA, and the breakdown of the LEA's ESAP grant, as approved.

The questionnaires were precoded to speed up the keypunching and editing processes. Thus, for all the closed-ended questions, the code column and digit to be punched were used as the response circled by the interviewer. Thus, much of the coding that tells the keypuncher what to punch was done in the field by the interviewer.

For the open-ended questions, categories were created by RMC analysts based upon examining several hundred completed questionnaires. There is one special consideration of note regarding the open-ended coding. Due to the inter-relationship of the ESAP activities and the "change" questions on any given questionnaire, it was possible to establish a common set of codes that could be used on a large proportion of the questions. This "common code" is described in greater detail in the section on the encoding of data.

The student questionnaire was designed in a different format mainly because much of the "change" section and knowledge of ESAP activities were not applicable to them. A short section on student expectations and changes they observed in classroom performance and behavior was asked, however. Also, the students were asked several questions about attending classes in a desegregated environment. The purpose was to obtain an impression of their attitudes about attending an integrated school. A set of sixteen specific multicultural and desegregation-related questions were also asked.

There was a short demographic section that provided race, sex, age, and length of time the student had lived in the LEA area. These data were used as independent variables.

The BRAC mail questionnaire had a design similar to the others except for the expectation section. It was felt that those questions could not be effectively asked by mail. A shortened set of change questions was included along with demographic questions. In addition, the BRAC members were asked to assess their role, their committee's role and the district's role in the planning and implementation of the ESAP grant. Finally, to ascertain the BRAC member's knowledge of their LEA's project, descriptive data on the grant size and the kinds of activities in the project were obtained.

The BRAC questionnaire was sent to all members in all funded LEAs. Follow-up to increase response rate was carried out only for those in the 252 selected Phase I LEAs, however.

Pretest of Instruments and OMB Approval

The set of four instruments were pretested in two LEAs in Georgia. The pretest provided a basis upon which (1) to determine if the questions would provide the necessary information, (2) to obtain estimates of interview time, and (3) to confirm methods of teacher and student sample selection. Teachers and students of both races were interviewed.

The pretest showed that the "expectations" set of questions at the beginning of each instrument seemed to be effective in picking up the differences in approaches to solving the problems of desegregation. To reach maximum effectiveness, however, it was found that the interviewer should remind the respondent to think back to the beginning of the school year. The set of behavioral change questions were similarly discovered to provide perceived change -- both positive and negative -- as well as indications of no change. Thus, the first part of the instrument appeared to accomplish what was intended. The number and length of these questions were reduced because the pretest showed them to be too long and too repetitive.

The pretest showed that the teachers knew little about the ESAP activities, thus leading to the modification of the descriptive activity-specific modules for the teacher instrument. The attitude questions in the activity-specific modules, however, appeared to work well in the pretest.

The pretest also showed that some of the questions could be asked in a more direct manner -- particularly the student questions; therefore, changes were made to reflect this finding.

The time required to administer the questionnaires was found to be about one-half hour for the teacher instrument, three-quarters hour for the principals, one and one-quarter hours for the project director, and one-quarter hour for the students. These times did not include sample selection or travel. They served, however, as the basis for planning the field operations and determining the number of interview teams needed.

In late January 1971 a series of meetings between RMC, OE, and OMB personnel was initiated in preparation for the necessary OMB approval of the survey instruments. OMB was apprised of the development of the instruments from the conceptual design through the final version.

A supporting statement was drafted to accompany the instruments. This statement outlined the study rationale, instrument design, sample selection, analysis plans, and the results of the pretest. OMB approval was received on March 3, 1971; the trained team leaders were in the field the next day.

SELECTION AND TRAINING OF INTERVIEWERS

Team leaders were selected from among members of the professional staff of the Resource Management Corporation and subsidiaries or from Mark Battle Associates, a subcontractor. Interviewers were selected from among graduate students in education or other related fields from the geographical areas in which the interviewing was to be conducted. A total of 20 three-man teams were created, each with a team leader and two interviewers. (Later in Phase I, the team members numbered from two to four, depending on the interviewing load).

These teams were composed of minority and non-minority persons to achieve a balance in each team. Much effort was devoted to screening and selecting the specially hired team members. Many had had previous experience in the education system, having held positions as teachers and principals. Several were nearing completion of doctoral programs in education. Thus RMC's interview teams were high caliber, knowledgeable persons in the education field.

All of the teams were assembled from February 16 to February 19, 1971, for training at RMC's home offices. The following paragraphs briefly describe the activities of this training session.

Day 1

After the teams checked in and registered, a series of orientation talks were presented by RMC and OE personnel. The role of RMC in conducting the outside evaluation of ESAP was discussed. Other ESAP evaluations were covered along with the reasons for the RMC study. A history of school desegregation and other federally supported efforts was presented. Current legislation and the role that ESAP is to play in assisting smooth desegregation were discussed by OE personnel.

Mrs. Ruby Martin of the Washington Research Project described the research conducted jointly by several groups[1] to assess the early implementation of the Emergency School Assistance Program. Her discussion was based on a report by that consortium entitled "The Emergency School Assistance Program: An Evaluation." In addition, Mrs. Martin imparted her own impressions of the Southern school systems.

Day 2

Activities on the second day of training included a lecture on "The Art of Asking Questions." The lecture described in detail the role and requirements of a good interviewer.

After the lecture and the question and answer period, a discussion and slide presentation of the use of the director questionnaire were presented on a question-by-question basis. Questions were encouraged during the presentation.

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[1] The American Friends Service Committee; Delta Ministry of the National Council of Churches; Lawyers Committee for Civil Rights Under Law; Lawyers Constitutional Defense Committee; NAACP Legal Defense and Educational Fund, Inc.; and the Washington Research Project.

Following the presentation of the director questionnaire, the attendees were separated into pairs and each trainee practiced conducting a complete interview. The interviewers were instructed to simulate an actual interviewing situation; that is, with no discussion of the questionnaire or questioning methodology until the interview was completed. Members of the RMC project staff then reviewed the work of each individual, in private, pointing out errors, omissions, and other problems, and answering specific questions.

The group was reassembled and important problems encountered during the practice interviewing were discussed.

Day 3

The third session of the training seminar was opened with the question-by-question presentation of the student questionnaire and related slides. Once again, questions were encouraged during the presentation.

Following the discussion of the student questionnaire, the training was turned over to a consulting psychologist. This consultant, a specialist in psychodrama, had prepared simulations of situations that could be expected to occur in the course of actual field work. This session was organized so that certain RMC staff members played the roles of the various people to be encountered in the field. Members of the training group were instructed to interview an LEA director, then a school principal, then a teacher, and finally a student. The trainees did not know what to expect in terms of personality typologies presented in the simulation and were instructed to cope with each situation as best they could. Following each simulation, the floor was opened to discussion. The role-playing situations offered sensitivity training to the interviewer and the entire group had a chance to see how an actual interview might proceed under generally adverse conditions.

The afternoon session opened with a lecture devoted to summarizing the activities up to that time, bringing the training into perspective, and reviewing fundamentals. Following this, the trainees were divided into three discussion groups in order to stimulate an exchange of questions and ideas. This was followed by further role-playing, and the day was closed with a second round of practice interviews and private trainer-trainee discussions.

Day 4

The fourth day of the training seminar opened with another round of practice interviews. On this occasion, members of the training staff walked about from trainee to trainee observing the interviewing, offering suggestions, and answering questions.

Following the practice interviewing, a lecture on sampling procedures was presented accompanied by a set of practical problems that the trainees solved step-by-step with the aid of the lecturer.

The team leaders remained at RMC's offices during the week of February 22 for additional training. This training included further details of sampling, logistics, and interviewing, including details that were to be passed on to their team members. This additional week also afforded the team leaders an opportunity for in-depth discussions with members of the training staff. The team leaders were entrusted with responsibility for any last-minute training their team leaders might need.

FIELD INTERVIEWING

The Phase I field effort entailed interviews of 252 randomly selected LEAs, requiring over 9,000 individual interviews. The 14-state area encompassing these LEAs was subdivided into 20 target areas, within which an interviewing team was placed. The size of a target area was determined after the random sampling of LEAs and was dependent on several factors, including ethnic composition, geographical area, and the number of schools to be interviewed within a selected LEA. Consequently, the area of responsibility of individual teams ranged from one LEA with 16 schools in San Antonio to 19 LEAs with 64 schools in North Carolina.

The composition of the interviewing teams varied according to the number of schools within a target area. The teams were bi-racial and, depending on the number of schools assigned, ranged in size from two to four. Normally, the team leader was responsible for interfacing with the superintendent and interviewing project directors and principals. The interviewers followed the team leader into the LEA interviewing teachers and students who were randomly selected on site.

The Phase I field effort began on March 4, 1971, and was completed the week of April 18. The allocation of LEAs and schools to interview teams is shown in Table 3-8.

Certain teams experienced several minor difficulties. The only real problem, however, was encountered in the State of Alabama where most LEAs objected to the interviewing of students. As a result, the student interview phase of the field work there took longer than expected. The problems in Alabama were eventually solved with the assistance of OE and all of the required student interviews were obtained.

The team leaders tried to stay one or two days ahead of their team. They commonly telephoned RMC field leaders in Bethesda every other day. These two leaders aided the field team in solving logistical problems (money, more questionnaires, etc.) and in serving as a sounding board for difficulties with the questionnaires. As a result of the feedback, several problems with the interview instruments were discovered and corrected. Periodic letters and memos were sent by RMC analysts to all team leaders to alert them to solutions to common questionnaire problems.

About 75 percent of all the questionnaires returned in the first two weeks of field work were edited by RMC analysts. At that time a variety of errors were pinpointed. There were a series of minor errors, which must be expected to occur in a project of this size. These errors were correctable in coding. However, when serious errors were discovered, the teams
fied immediately so that the correct information could be obtained.

Table 3-8

PHASE I FIELD INTERVIEWING EFFORT--
MARCH 4 - APRIL 23, 1971

Team Number and Location	LEAs	Schools
1. South Carolina (Northern)	13	41
2. South Carolina (Southern)	13	41
3. Central Georgia[a]	20	59
4. Central Alabama	11	45
5. Northern Mississippi and Northwest Alabama	14	40
6. Southern Florida	10	50
7. Northern Florida and Southern Georgia	15	39
8. Western Georgia, Western Florida, and Southern Alabama	16	46
9. Southern Mississippi	12	44
10. Arkansas[b]	18	30
11. Northern Louisiana	8	32
12. Southern Louisiana	9	47
13. Northern Texas and Oklahoma	12	36
14. Southeast Texas	14	46
15. San Antonio[b]	1	16
16. Tennessee	12	51
17. North Carolina (Northern)[a]	19	64
18. North Carolina (Southern)	12	57
19. Western Virginia	12	45
20. Eastern Virginia	11	28
TOTAL	252	857

a. Four-man team.

b. Two-man team.

At the time the remaining questionnaires were received, random checks were made to ensure that these errors had been corrected.

By and large the interview teams were received quite well and performed well. Several teams received publicity in local papers. Only one team was publicized adversely, and a letter of commendation was received from the State of Mississippi regarding one team. RMC's care in selecting the team members from those studying or experienced in education and in devoting two weeks to training the team leaders can be directly related to the success of the field effort and the quality of the collected data.

Verification of Interviews

Project director, principal, and teacher interviews were verified by randomly selecting samples of these individuals and by checking their responses to a portion of the survey questions by telephone. Student interviews were not verified because of the difficulty in reaching the students. So that the entire interviewing period could be covered by the verification process, verification was conducted at intervals of two weeks and five weeks after the start of the survey.

Verification samples of 60 project directors, 90 principals, and 135 teachers were telephoned for interview data checks. Since the purpose of verification was to ensure only that the number of questionable interviews was small, and not to obtain a precise measure of the number of questionable interviews, the sample sizes could be relatively small. Adequate representation of all 20 teams was obtained by apportioning the sample evenly across all the teams. One-third of the total number of each type of verification interview was conducted at the first verification. For each team, the interviews to be verified were selected by simple random procedures from among those that had been conducted since the previous verification.

In addition to the verification plan conducted from RMC's home office, the team leaders also verified that the interviews were completed during the field operations by their team members.

The results of the verification procedures were quite satisfactory. Not only was the incidence of error small, but it was halved between the first and second series of calls. The resultant error rate was 7 percent, an error being defined as one or more of the six responses to questions asked again being different from the response recorded at the time of the interview. This does not mean that 7 percent of the data are wrong, but that 7 percent of the resampled instruments had at least one question in error out of the six checked. Of these errors, about one in five were considered to be respondent changes, the remaining apparently interviewer or recording errors.

The errors made by the interviewers in the first verification were broken down approximately half between an incorrect use of skip patterns in the instrument and erroneous recording of the responses. During the second verification, the incidence of faulty skip patterns was virtually non-existent. It seems then that experience with the instruments and RMC's corrective procedures had positive effect.

Although it was not an intent of the verification, these phone calls also gave an indication of general respondent reaction. Those doing the verifying did not feel that the questions had caused any major difficulties, although some reservations were expressed where the "expectations" question was repeated during the verification procedure. Furthermore, there seemed to be no resentment from the respondents to the asking again of a few questions already included in a lengthy interview. In only one case did a respondent refuse to answer the verification questions. This appeared to have been caused by a feeling that the ESAP grant in that district was so small as not to be worth further effort.

The verification procedure provided RMC with an opportunity both to assess the quality of the data being gathered and to initiate proceedings to improve the quality of data. During this assessment, no significant data quality problems appeared. Errors were made by both interviewers and respondents, but the error rate was not unduly high nor did there appear to be any major field problems. Where the field schedule allowed, it was possible to work with the teams and substantially improve performance.

ENCODING OF DATA

The instruments were precoded with the interviewer circling the response for the closed-ended questions. For the open-ended questions, categories had to be built and codes assigned. These codes were then written on the instrument next to the numbers indicating card columns; keypunching was performed directly from the interview instrument.

The first step in coding the questionnaires was to accomplish a tabulation by hand of all the open-ended questions in a random sample of each of the four questionnaires. The following numbers of questionnaires were hand tabulated:

- 200 student questionnaires,
- 200 teacher questionnaires,
- 100 principal questionnaires, and
- 50 director questionnaires.

During this process it became apparent that many questions could, and should, be coded with the same set of codes. All of the reasons for positive and negative change, activity titles, and certain questions relating to good and bad evaluation of desegregation could be coded using this "common code." Accordingly, a 32-part code was devised to serve as the common code and it was used on some 70 questions in the set of four instruments.

The common code is useful for several reasons. It allows for easy tracking of an activity through a questionnaire and through an LEA. Thus, teacher aides, assigned code [illegible] can be so indicated by using an 8 each time they are mentioned in a change or activity-related answer. Thus, if positive perceived change is attributed to teacher aides and if that LEA hired teacher aides, the perceived change can be associated with the ESAP project. Also, the manual coding process is simplified because the coders know to code teacher aides as an 8 every time they are encountered in any instrument.

Table 3-9 contains the description of the common code. The first 19 categories relate to ESAP categories and are a breakdown of the seven major activity groups specified by OE in the grant application. This breakdown resulted from the hand tabulations. They were chosen to reflect activities that occurred frequently enough to warrant being categorized individually and that were different either in personal/non-personal, direct/indirect, or personnel/material attributes. Chapter 5 contains a more detailed breakdown taxonomy of the kinds of activities that were placed in each of the 17 categories.

The common code was not reserved only for ESAP-funded activities. Thus, teacher aides, regardless of funding source, were coded as an 8. Only when a match occurred between an activity associated with change and the presence of that activity funded by ESAP in the school would the ESAP activity be associated with the change.

In order not to overly attribute success to the ESAP activities, the directors were asked if similar activities were being undertaken in the district. If so, he was asked to estimate the ESAP provided percent of the total funds spent on this activity. Thus for teacher aides, or busing, where it is likely that additional efforts were underway, the association of the ESAP activity with success, or lack of success, must reflect this consideration.

The codes 18 and 19 were reserved for overlap situations that might arise. For instance, two activities in a school might be codeable by the same common code--such as teacher aides and substitute teachers, both items coded as 8. However, only one of these items might be ESAP funded. The school might have hired substitute teachers with their funds, but the respondent might cite teacher aides as associated with change and in this case, the teacher aides would not be funded by ESAP. In order to avoid falsely weighting the impact of ESAP, the teacher aides would be coded as 18, otherwise a match between ESAP and the reason for the perceived change would occur.

Table 3-9

COMMON CODE DEFINITIONS[a]

COMMON CODE

1. Personal Community Activities
2. Non-Personal Community Activities
3. Counseling
4. Counseling Support
5. Ethnic Classes and Materials
6. Non-Ethnic Classes and Materials
7. Teacher Training
8. Teacher Aides and Other Support Personnel
9. Student-to-Student Activities
10. Busing
11. Remedial Education Personnel
12. Remedial Programs and Materials
13. Comprehensive Planning
14. Administrative Personnel
15. Materials
16. Facilities Improvement
17. All Others

DEFINITIONS

18. ESAP CONFLICT--Personnel: Use this code if 1-17 is applicable but the activity is not funded by ESAP and the same 1-17 has been used for an ESAP funded activity in Q. 10(D), Q. 11(P), Q. 12(T).
19. ESAP CONFLICT--Materials: Use this code if 1-17 is applicable but the activity is not funded by ESAP and the same 1-17 has been used for an ESAP funded activity in Q. 10(D), Q. 11(P), Q. 12(T).

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a. See Chapter 5 for a more detailed definition of the activities placed in common codes 1-17.

Table 3-9 (Continued)

20. Racial and Interracial Attitudes: Use for all mentions of attitudes on race issues in whatever context. Mentions of non-behavioral items such as trust and mistrust, understanding and misunderstanding, friendliness and hostility.

21. Racial and Interracial Behavior: Use for all mentions in a racial context--fights and friendly activities, good and bad communications, activities in all school settings, all other race-related behavioral mentions (EXCEPT CODE 26 BELOW).

22. Integration/Desegregation: Use for all references to uniting the races in the school and its facilities.

23. Time: Use for all references to time as a factor in creating, increasing, decreasing or eliminating racial problems.

24. Academic Items: Use for all references to academic items not classified elsewhere, general references to achievement levels and abilities, others.

25. Motivation: Use for references to motivation and motivating forces--student motivation, motivation of/by others.

26. Organized Social Activities: Use for sports, dances, parties, clubs, others.

27. Parents/Community: Use for all references to parents and community not codable elsewhere.

28. Atmosphere, Emotions--Non-Racial: Use for all mentions, more freedom, less freedom; better, worse atmosphere; feel at home; others.

29. Faculty--Teachers, Coaches, Others: Use for professional and social performance, role in interpersonal relations, other mentions.

30. Students/Classmates: Use for all mentions.

31. Special Programs, Materials, Facilities: Use for all mentions not codable elsewhere.

32. Don't Know/Nothing

/

The codes 20 through 32 are the so-called non-activity items, and they cover all answers that do not mention activities or projects that could be given codes 1-17. Thus, answers such as "racial problems," "time has reduced problems," "attitudes" or "motivation" are included in these codes. The direction of these responses, either good or bad racial behavior, for example, is keyed to the change question itself which indicated positive or negative perceived change.

In addition, specially tailored open-ended categories were established for other open-ended questions. In those cases in which questions were the same in two questionnaires--such as the director and principal, the same code was used for the same question in each instrument.

Complete code books were developed in cooperation with Datatab, Inc. of New York, RMC's data processing subcontractor. These code books, as well as explantory memoranda, accompanied the questionnaires to the coding subcontractors. Because of the importance of the director's question 10, it was entirely coded by one RMC analyst to ensure consistency.

The director, principal, and teacher questionnaires, which all tie in directly, were coded by Beta Research Corporation of New York. The first shipment of questionnaires was sent to New York on April 12; the coding was completed on June 30. The student questionnaires were coded in Washington by RMC. The questionnaires, once edited and coded, were shipped to Datatab for keypunching, cleaning, and processing.

Preliminary cross tabulations became available in early July based upon the first 40 percent of the sampled 252 LEAs. Analysis based on these tables was used to select the tables that would be run on the total sample and to specify the break points for certain independent variables. The final tables were produced by the first week of August.

SUMMARY

A sampling plan was picked in cooperation with USOE to provide for an adequate representation of several important LEA descriptors and for statistical efficiency in estimating total ESAP population parameters. LEAs, schools, teachers, and then students were picked in a four-stage process. The implications of this plan are to provide a sample of schools, rather than LEAs, and a sample of ESAP activities.

The sampling plan was adhered to quite closely during the field effort. The incidence of substitution of teachers and students for those originally called for by the RMC sampling plan was 11 and 18 percent, respectively. Thus there is no evidence of a concerted effort in the sampled districts to allow interviewing of only those the schools' wanted interviewed.

The interview instruments contain three major parts. The first part was constructed to establish the respondent's retrospective expectations and the incidence with which he has perceived change and can associate a reason with this change. The second part dealt with activity-specific items, both descriptive and attitudinal. The third element addressed other areas of specific interest and obtained demographic data about the respondent. The student and BRAC instruments differed somewhat from the director, principal, and teacher instruments, mainly because (1) they did not ask directly about activities, and (2) their questions were less complex. The instruments were pretested in two Georgia LEAs.

Twenty data collection teams were formed to obtain over 9,000 interviews. The team leaders were employees of RMC or Mark Battle Associates, the subcontractor. The supplementary team members were recruited from regional universities. These persons were by and large graduate students in Education. All teams were racially mixed. The entire team was trained for four days, with the team leaders receiving an extra week of training. The field interviews began in early March 1971.

The interviews required about seven weeks. During this time, the returned instruments were reviewed for errors and corrective procedures were undertaken. The team leaders checked in at least every other day to report on progress and problems. In addition, a sample of several hundred interviews were verified by telephone from RMC's home office.

Once the instruments were received and checked, the data encoding procedures started. Categories for the open-ended questions were developed. As the key to the data processing effort, a common code of 32 items was developed for the coding of the directors' activity matrix and all of the change questions. This common code has played a major role in providing a better taxonomy of the ESAP activities and for simplifying data processing.

Due to the importance of the directors' activity matrix question (question 10), it was coded in its entirety by one RMC analyst. The other instruments were coded as packages, due to the necessity to relate the director, principal, and teacher instruments from one LEA.

4

ANALYSIS PLAN AND LIMITATIONS ON STUDY RESULTS

INTRODUCTION

This chapter discusses the analysis plan that was used to process the results of the Phase I effort. Included is a discussion of the analytical concept and the variables used. A brief description of the types of raw data tables that were produced is presented. Also in this chapter, there is a section explaining the limitations on the study results. These limitations should not be construed as negating the results, but rather as placing the interpretation of the results in the proper context.

CONCEPT OF ANALYSIS PLAN

The main objective of the Phase I evaluation study is to determine if ESAP activities are related to smoothing or easing the desegregation process; as mentioned earlier, reliance must be placed upon changes perceived by respondents because of the difficulty of direct measurement of effects and the short-run nature of this study. Because the subject matter concerns desegregation and racial attitudes, an area where perceived change may be the precursor of actual change, it may be that what community and school personnel perceive to be the case is an important short-run variable. If sufficient positive perceived change is occurring, this fact may argue well for the future.

Also investigated, but of secondary interest, are questions regarding technical assistance, project management, Bi-Racial Advisory Committees, etc. The following section discusses the plan of analysis for the major objective of this study.

Assessment of the Impact of ESAP

RMC was selected to conduct an evaluation of the federal program consisting of the contribution of federal dollars to solve a particular problem. Such an impact evaluation must focus on the *outputs* or effects--that is, can we show that the program did, in fact, achieve results? The alternative of focusing on the *process* by which the ESAP activities were approved or the process of how the LEA designed its activities would be inadequate to assess impact.[1] (In any case, GAO is already examining the process for which grants were awarded.) Consideration of *cost-benefit* aspects (do the benefits accruing from the program justify the costs) must await some way of measuring and comparing the quality of the results from various ESAP projects.

For the above reasons, RMC's evaluation will concentrate on outputs and effects. In this instance, however, it was not possible to design an experiment in the classic sense, i.e., with a control group with which to compare experimental groups. The lack of the opportunity to establish the pre-ESAP conditions, attitudes, and expectations (i.e., develop base line data), the lack of being able to select randomly from all districts both ESAP-funded and non-ESAP funded, and the lack of being able to measure outputs over time also precluded the use of classical experimental or quasi-experimental designs. Moreover, RMC was limited to observing the effects of ESAP at a single point of time and only after the program was well under way.

Even though the above factors precluded RMC from being able to utilize an "ideal" research design, it is only fair to point out that most educational program evaluations that have been carried out have been faced with the same problems.[2]

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[1] Several aspects of the process are nevertheless examined for use as descriptive or independent variables. Phase II, however, examines both process and outputs as a part of its case studies.

[2] For example, the well-known Coleman study, *Equality of Educational Opportunity*, and the Westinghouse-Ohio University Study of Head Start were also *ex post facto* studies. See D. T. Campbell and J. C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (Chicago, 1966), pp. 6-12, for discussions of special conditions and limitations concerning research designs of this type.

The lack of classical experimental conditions can be compensated for, in part, by substituting large sample sizes to reduce variable error and by using careful controls. There are several ways to make controlled versus experimental comparisons. One is to compare districts or schools that have one particular activity with those that do not have the same activity. Presumably, the districts are similar in that they both were eligible for ESAP funds but they are dissimilar in that some districts applied for one particular activity while some opted for another. Even so, although the particular activity under consideration may not be present, some other ESAP activity is. The data collected will show a correlation between the existence of a particular activity and the existence of a certain kind of perceived change. It was also possible to determine whether or not the ESAP activities that were present were cited as being a cause of the perceived change.

A similar comparison between experimental and control groups can be made based on duration of activities. If the program has continuous increasing or decreasing effect, presumably the longer that certain activities have been in existence, the greater this effect will be and the more respondents will be aware of it. This applies even to one-time occurrences, such as the purchase of a portable classroom. If the portable classroom was valuable, then the longer the time that has elapsed since it was purchased, the more time there has been for the awareness of being able to hold desegregated classes and for that, in turn, to take root in the perceived behavior or performance of students or teachers. There is, of course, the fact that the longer an ESAP activity is in operation, the more respondents know of it and the higher the degree of association between the ESAP activity and perceived change.

A third experimental-control comparison exists between activities that were observed in both relatively large per-capita expenditures as well as in smaller scale efforts. Presumably, if the activity is effective, the larger the activity is in scale, the more effect it will have. To take account of the fact that ESAP funding may have supplemental existing activities, the directors were asked to provide the funding levels for similar ongoing activities.

These three techniques may be combined. For example, when the impact of activity duration is examined, comparisons for all ESAP districts can be made simultaneously to see if those districts that began their ESAP activities earlier have experienced more positive perceived change. Alternately, we may make the comparison specifically within each sub-area to see if, for example, a district that hired teacher aides at an earlier date has experienced more positive change than the district that hired them at a later date.

Whichever technique is used, the problem remains of interpreting the relationship between the experimental-control distinction and the measures of change. Is it the program that is having an effect? The problem is presented schematically in Figure 4-1. The overall objective is to test statistically the relationships between ESAP activity choice and the respondent's perception of change. If significant relationships are found, some association of the ESAP activity and perceived change may be present. However, as Figure 4-1 indicates, this does not necessarily mean that there is a linkage in the form of an observation by the respondent to an effect of the program. There are two other possibilities. The six arrows in Figure 4-1 have been named as indicated. Briefly, they refer to the following possible relationships.

(1) Selectivity refers to what may be a tendency for certain kinds of districts to select some kinds of activities. The large districts may have a need for teacher aides which a small district does not have; a district that is beginning desegregation may need buses whereas another district does not; a district that maintains a relatively high quality of education may be interested in purchasing supportive programs such as counseling while the district that has not been able to meet its standards of quality may wish to spend that money on remedial reading instead.

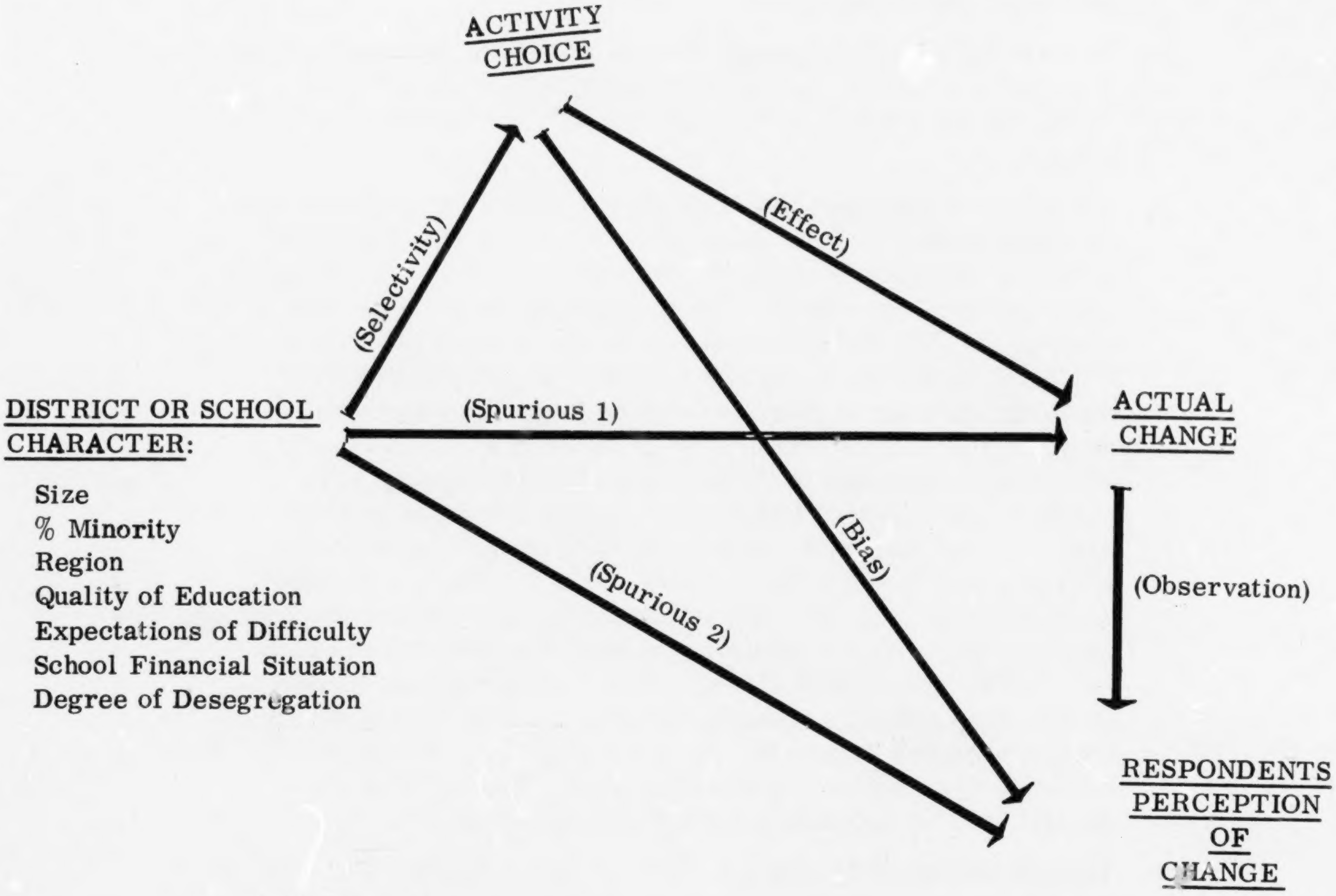
ACTIVITY CHOICE
(Selectivity)
(Effect)
DISTRICT OR SCHOOL CHARACTER:
Size
% Minority
Region
Quality of Education
Expectations of Difficulty
School Financial Situation
Degree of Desegregation
(Spurious 1)
ACTUAL CHANGE
(Bias)
(Spurious 2)
(Observation)
RESPONDENTS PERCEPTION OF CHANGE

Figure 4-1: PATH DIAGRAM SHOWING HYPOTHESES REGARDING RELATIONSHIP OF ESAP ACTIVITY TO PERCEIVED CHANGE, SHOWING MEASURED AND UNMEASURED VARIABLE OF RELEVANCE

(2) The effect refers to the possibility that the activity in question does indeed produce an effect on the quality of education or race relations in the school.

(3) We have arrowed observation, because the intent of the evaluation is to find out whether the observation and effect arrows exist so that we can argue that the activity does indeed produce a change.

(4) The arrow labeled bias indicates the possibility that teachers may like their school better because of the existence of a particular program, although the program has had no effect in improving any other aspect of the school. For example, a teacher who feels strongly that her black students are academically weak may be reassured by the existence of a remedial program. Indeed, if the program involves slow learners from her classroom she may report a sizable improvement academically which is quite unjustified. Bias may work in several different ways. For example, the addition of high-level support staff such as counselors or psychologists may sensitize the teacher to watch for interpersonal behavior more closely, thus leading her to report an increase in difficulty. As a possible negative sign, it is conceivable that teacher training might sensitize teachers to watch for relationships with students of the opposite race and thereby report more difficulty because the current interaction is not leading to higher standards. On the whole, the problem of teacher bias is not the most serious one. More critical are the two kinds of spurious arrows shown in Figure 4-1.

(5) The arrow labeled Spurious 1 refers to the possibility that some kinds of districts will experience specific improvements during the year and these may be districts that have engaged in a particular activity. Thus, to take an obvious example, the school district that is newly desegregating may spend its money on special student-to-student programs in anticipation of the new situation. However, it may be that the newly desegregated schools would generally show the most gain in student interracial behavior, no matter what activities were undertaken.

(6) Spurious 2 relations shown in the second arrow are exemplified by the possibility that urban teachers have different perceptions of how the experience of integration should go. For example, they may be more optimistic about it to begin with, thus sensing less improvement over the school year. However, the large city districts may also be the ones that are least likely to establish compensatory programs with their ESAP money. This would produce a false positive correlation between having compensatory education (which would occur in rural areas) and experiencing improvement (which rural teachers would see more often). Statistically, there is no distinction between type 1 and type 2 spurious relationships since there are no measures of actual change. However, when the student questionnaire is included, it is possible to clarify the situation.

To decide whether we are measuring observations of actual change or bias, the most practical approach would be to make use of the sets of five teacher and student questionnaires that were obtained from one school during the field work. By showing that teachers within the same school tend to agree, it is then possible to argue that the perception of change is not related solely to the teachers' personal characteristics. If the correlation between activity and teachers' perception agrees with the correlation between activity and students' perception, it is then possible to eliminate both bias and type 2 spuriousness as factors.

While the passing of this test does not prove that change indeed has occurred, it is evidence of the collective perception of the teachers and students. It could well be that the respondents are in a school with a particularly good or bad principal so that they all reflect his ability in their collective responses. Alternatively the situation in the community could be such that there is unanimity of response--good or bad. Thus this collective recognition is measuring something that is going on in the school or the school community. One of these things, of course, is the ESAP project.

The more serious problem is the existence of spurious type 1 relationships, which should be relatively common. The establishment of durational or intensity differential effects will tend to counter these coorelations. Thus, if it can be shown that activity X is effective in general, and most effective when it is large and started early; then the alternative hypothesis derives as follows: districts that adopt activity X early and in large quantity are different in a special way from districts that either adopt activity X in small quantities or adopt activity X later. This means it would be very useful to correlate such factors as size of district, percent minority students in schools, and degree of desegregation with activity choice. If no differences of appreciable magnitude are observed, then it may well be safe to conclude that activity choice is not particularly related to school district factors.

Inherent in the analytical plan described above is the preparation of cross-tabulations that relate independent variables to the dependent variables or measures. In this manner the descriptors of the LEA or the ESAP project can be examined with regard to the strength of their association with the observed values of the measures. Statistical tests are then run on the resultant data to ascertain whether the relationships are significant. The objective of this type of analysis is to seek out that independent variable or set of independent variables that best account for the observed differences in the values of the measures (dependent variables).

This is the type of analytic approach which was used to examine the areas of verification, project management and technical assistance. RMC analysts specified several score tables to organize the data into groups more amenable to analysis. All of these tables do not appear in this volume in the form in which they were prepared. Rather, they were analyzed in the effort to call the significant relationships from a vast volume of raw data. Accordingly new, more simple and meaningful tabulations have been prepared. In all instances, unless specified to the contrary, the statistical level of significance used was 95 percent. The most commonly used tests were the two-tailed t test for measuring differences between proportions and the Chi-square test for testing for differences in the distribution of results. When other statistical tests were used, they will be identified.

Variables Considered

The two types of variables to be examined in the Phase I effort are the dependent variables (or measures) and the independent variables. Briefly, the dependent variables assess the outcome or results which are associated with the ESAP activities. These are the prime performance measures. In addition the measures of outcome are used for the other ancillary areas such as technical assistance and project management. The independent variables are those that serve to explain observed differences in the values of the dependent variables. They generally reflect the inputs of a program or describe the environment in which the program is to operate. In addition, descriptive information about project size, the number of activities funded, funding levels, etc., can be presented as general program information to be called upon to increase understanding of the results.

There are some variables that will serve a dual role in this analysis. One example is the "expectation." It is a dependent variable when related to the respondent's race or position in the school. It is used as an independent variable in explaining different amounts of perceived change.

Dependent Variables

The relevant dependent variables are easy to specify because they have been purposefully placed into the questionnaire design. The most obvious and important sets of dependent variables arise from the "change" series of questions. The first set is the incidence of positive or negative change in the various areas covered by the questionnaire: academic performance, attendance, teacher-teacher relations, etc. The other is the likelihood that an ESAP activity is associated by a respondent with the positive or negative change. These are the basic output measures.

It must be stressed that these perceived changes are useful as measures for assessing program impact only if they are indicating a collective response by all those involved. Thus, even though a change in academic gap may be indicated, unless the teachers in a school tend to agree, this variable will not possess the needed analytic properties. It may be of interest in some situations to know that certain activities affect teacher's perception of changes in academic gap, but in this study effort only the connection between the activity and perceived change is sought. The procedures and results of eliminating teacher bias and of determining

Table 4-1

KEY DEPENDENT VARIABLES
PHASE I ANALYSIS

Type	Breakdown
Perceived Change	Better No Change Worse Don't Know
Association of Factors Causing Perceived Change	32 Common Code Categories
Retrospective Expectations About Solving Problems	Very Easy Easy Difficult Very Difficult Not Applicable Don't Know
Attitude Statements	Extremely True True Somewhat True Not at all True Don't Know
Effectiveness of Technical Assistance in: • preparation of grant • swift action • operation	Extremely Very Somewhat Not at all
Project Management • problems • activity selection	Incidence of problems Degree of seeking help Result of help Match of activity selected to problem areas
Verification • activities • budgets	Match or mismatch of Director's response relative to grant or school principal

those perceived changes which qualify as measures of change are discussed in the following chapter.

For each of the mentions of perceived change, the frequency with which ESAP activities present in the school was associated with the change is also an important dependent variable. This becomes a key output or performance measure when related to the frequency with which the same activities, funded by another source are mentioned. The sets of attitude questions asked in the activity-specific modules form another group of dependent variables. There were five possible answers for each attitude question, and these could be grouped into either positive or negative feelings.

In the area of technical assistance, the results of these efforts might be a function of the DHEW region providing the assistance. Thus, a set of dependent variables assessing the effectiveness of technical assistance was needed. The respondents were asked directly about certain specific technical assistance functions. For project management, the dependent variables are similar to those used in technical assistance. They reflect directly the incidence problems and the results of help in solving them. Also, the way in which activities were selected is examined relative to the best and worse areas in the district or school. In the area of verification the dependent variables become the degree to which matching occurs between what the director says and what the grant or school principal reports.

Independent Variables

The set of independent variables used in the analysis include the immutable or environmental descriptors such as race and position of the respondent, urban/rural nature of the LEA, percent minority of the LEA, or its size. Also included are the programmatic variables such as the presence or absence of an activity, its funding level and its length of operation.

The environmental or immutable variables tend to temper the observed results. Thus, equal dollars per student may have a different impact because of the urban or non-urban nature of an LEA. Blacks and non-blacks might perceive the same actual change in a different light. Thus, these variables must be examined to ascertain which are the most important in terms of explaining differences.

These variables can also have important policy implications, however, as priorities must be set to assist in the fund allocation decisions. Thus, if it is seen that small non-urban LEAs with a high ratio of non-minority students appear to be using the ESAP funds to best advantage, these types of LEAs might well be funded first. Elementary schools might be funded before secondary schools if the analysis substantiates a significant impact differential, on the other hand some of these variables may play little or no role in affecting the results. Even this knowledge is important to have, however, as these variables need not be considered in priority determination.

The variables, however, are the ones most under the control of OE personnel. These people can vary the amount of money spent in any LEA, the types of allowable activities, and the mix of personnel to materials to be utilized in implementing the activity. Although length of time in operation is not directly under their control, they need to know the results over time to be able to assess quick result activities as opposed to those with longer run effects.

Table 4-2 lists and defines the independent variables that will be considered in the analysis. They are broken down into descriptive and programmatic types of variables.

BRAC Analysis Plan

The analysis of the BRAC questionnaires followed a somewhat different pattern in that the responses could be divided into those from the 252 Phase I sampled LEAs and those from the other LEAs.

Since additional data from the 252 LEAs included in the Phase I study were available, two sets of analysis tables were prepared for the BRAC responses. One

Table 4-2

KEY INDEPENDENT VARIABLES
PHASE I ANALYSIS

Variable	Definition
Position	Project Director School Principal Teacher Student
Race[1]	Black Non-black
Expectations[2]	Positive Neutral Negative
LEA Urban/Non-Urban Designator	Urban if county population over 200,000. Non-urban if county population less than 200,000.
LEA Percent Minority[3]	0-20% 21-50% 51-100%
School Percent Minority	Actual Value
Extent of Shift in Racial Mix in School (1969-70)[4]	Large Shift Small or No Shift
School Type[5]	Elementary Secondary Mixed
LEA Size	0-5000 Students 5000-20000 Students over 20000 Students
DHEW Region	III - Middle Atlantic Regions IV - South-Eastern Region VI - South-Western Region
Presence of Activity in School District	For each Common Code Category 1 to 17 Activity There Activity Not There
Activity Intensity	High = over $7 per Student Low = under $7 per Student

Table 4-2 (continued)

Variable	Definition
Duration	Less than 2 Months 2-4 Months Over 4 Months
Non-Activity Items	Common Code Items 20 through 32

1. The distinction of black versus non-black was considered better than minority and non-minority as blacks are by far the predominant minority group. By this classification it is possible to make definitive statements about the race most affected by the desegregation process. Overall only one percent of the non-blacks were members of a minority race.

2. The responses to the expectation questions were scaled from +2 for a very easy response to -2 for a very difficult response. The scaled values were summed for all expectations and examined. It turned out that a three-way break which would assure an approximately equal split of the sample occurred at the summed values of +2 and -2. Consequently those respondents with positive expectations had a sum of the scaled values of at least +3; those with negative expectations had a sum of the scaled values of -3 or lower.

3. These data were obtained from OCR. While inconsistent with the black/non-black distinction used for race, the only cases where the difference between percent blacks and percent minority exceeds 5% is in Western North Carolina (Indians) and Southern and Western Texas (Spanish-Speaking).

4. This variable is described in detail in Chapter 5.

5. Elementary schools have no grade higher than the sixth. Secondary schools have no grade lower than the seventh. Mixed schools are those which have a grade span which includes the sixth and seventh grades.

set of tables was designed so the results could be compared with the results of the Phase I analysis. The other set was designed for the entire sample of results.

The following list of independent variables are used in the first set:

- LEA percent minority,
- urban/non-urban designation,
- LEA size (students),
- percent students reassigned,
- director's race,
- activity according to common code category,
- activity duration (months),
- age,
- race, and
- child in school system.

The first seven variables were extracted from data obtained in the Phase I study and the heading arrangements in the tables were designed so direct comparisons could be made with Phase I results. Hand tabulations on several hundred BRAC responses showed that the variable categories used contain a sufficient sample size to produce reliable answers. In addition to the variables common to other Phase I analyses, having a child in the school system might cause a committee member to show more interest in the ESAP program and school activities in general. Thus, this variable was also included.

The second set of tables (for the entire sample) were designed independently from the first and were restricted to only those variables which could be extracted from the BRAC questionnaire. The independent variables are:

- age,
- race,
- child in school system,
- involvement in activities,
- committee selection method, and
- activity type.

The dependent variables covered the role that the BRAC members felt that they were playing or had played in their ESAP project. They were also asked some questions regarding their knowledge of the project so the degree of matching was also examined.

LIMITATIONS ON STUDY RESULTS AND RECAP OF STUDY APPROACH

There are several limitations and considerations that affect Phase I study results. They are discussed here in order to facilitate understanding of the survey data and the Phase I findings. They are the size and scope of the data collection effort, sampling considerations, data processing considerations, the time constraints of the study, and the interpretation of the results with regard to cause and association. The first three did not impose limitations beyond those expected in the normal course of a study effort. The latter two, however, are somewhat different in nature.

Size and Scope of Data Collection Effort

Over 9,000 respondents were reached by the survey effort, which relied on personal interviews in the field. Such a large-scale interview effort inevitably results in some limitations on the overall results due to the fact that a large team of interviewers cannot produce complete uniformity in their interviews. Even with the substantial training that preceded the RMC field data collection effort, there was variation in the quality of the completed instruments (as is normal in this type of study).

In addition, the large size meant that all completed instruments could be edited only in a routine fashion for coding and data processing purposes. The good faith of the respondent had to be relied upon, since it was not feasible to check individual responses against some other source. Verification procedures were followed on a sample basis to ensure that interviews had been conducted, to catch any interviewer problems early in the data collection effort, and to ensure that interviewers were recording responses accurately and at the time of the interview.

Given the usual problems of a large-scale field effort, it is not felt that there were any unusual problems in this study.

Sampling Considerations

As with any survey involving sampling, possible error may be introduced by such sampling. Only 252 out of over 900 funded LEAs were visited, but larger districts were sampled at a higher rate. Thus, results for the smaller LEAs have a somewhat larger sampling error than the larger LEAs. Over two-thirds of the total ESAP funding was accounted for by the sampled LEAs.

Within a district, 1 to 16 schools were selected for interviewing depending on the size of their program. Thus, not every affected school was visited and, in some LEAs, the schools selected may not have included all the ESAP activities being undertaken by that district.

Within a school, five teachers were interviewed, at least two being directly involved in the ESAP activity in the school. This pattern was followed throughout-- there was a low incidence of teachers having to be substituted for the one selected by the interviewer. Because of this sampling procedure it was possible, however, for our interviews to miss respondents involved in every ESAP activity at any given school.

The student interviews were limited to students in fifth grade or above. It was felt that analytically useful responses could not be obtained from the younger students. Since about two-thirds of the affected schools included grades under the fifth, the students interviewed may not have been completely representative of those affected by the activity.

As was shown, RMC did not seek out and interview only those directly involved in the ESAP activities. The basic sampling unit was a school, rather than the school district. The district or LEA provided the basis by which samples of schools and ESAP activities were obtained. The net result of the LEA and school selection process was to over-sample somewhat from schools in the middle grant size ranges.

RMC utilized proper statistical sampling techniques and control procedures, and it is therefore believed sampling-related errors have been kept to the minimum allowed by the research structure.

Data Processing Considerations

The transfer of the interview responses to a form suitable for machine processing necessitated some decisions which may have affected the findings. The main impact possible is some loss of resolution in the responses. In the 252 sample LEAs, 1,100 activities were funded, and these needed to be reduced to a manageable number of meaningful activity categories. The concept of a "common code" allowed for the coding of these activities and all the responses to the open-ended activity related questions, into a consistent 32-category scheme. Seventeen categories represented ESAP activity and activity-specific responses, which provided a more detailed breakdown than the seven major activity groupings used in the OE ESAP application form. Thirteen additional codes represented non-activity specific responses, and the remaining two provided the means by which responses that were related to activities funded by ESAP could be distinguished from like activities funded by a source other than ESAP. Thus, a consistent scheme of coding a large number of variations in activity descriptions was developed which, however, entailed some loss of the detail found in the more than 9,000 questionnaires.

In the process of encoding the activities, the Project Director's questionnaire was used as the primary source in deciding what was and was not an ESAP activity. This was particularly important in the association of an ESAP activity with change in one of the measures. If, for example, a respondent said that a teacher aide was associated with change, the common code number for teacher aide was coded. If the school had an ESAP teacher aide activity, this fact would also be encoded elsewhere. The assumption was then made that, if there was a match between the common code associated with change and the same code indicating that the activity occurred in that school, the ESAP activity would be associated with the change. In other words, the interviewer did not specifically code items associated with change as ESAP items nor did he ask the respondents to identify them. By so doing, we avoided the possibility of guiding the respondent toward providing ESAP answers or overly attributing change from ESAP-like activities to the ESA Program. To the extent that there are errors in the coding of question 10 on the Director's instrument, the associations suffer. Thus, this question was coded by the Phase I project director and not by the coding subcontractor.

In summary, data processing was simplified through the use of the common code, although some resolution was sacrificed. Several of the later analytical processes relied on the information resulting from the common code.

Timing Considerations

The study was not contracted for and could not begin until well after the start of the 1970-71 school year and after the funding of some 880 ESAP projects. In fact, it was these projects, already funded, from which the sample was taken. Thus, it was not possible to perform a "before" and "after" study, and an evaluation plan was needed that would determine the occurrence of change with no baseline data available.

The research design developed at RMC defines a number of school situations, each of which could be associated with a measure of change. Although the measures were, in principle, quantifiable, for the short-term study for which RMC was contracted it was necessary to rely upon respondents' perception of change rather than measures at the beginning of the school year and again at a later date. The direction of the perceived change could be identified, as could the frequency with which various changes occurred, but the amount of change was not quantifiable in this short-term effort in terms of achievement scores or hard numbers concerned with participation or racial mix.

To place the respondent's perception of change in a meaningful context, it was desirable to categorize the respondents by the way in which they approached this school year with its problems associated with desegregation. Again, the time constraint prevented truly eliciting the beforehand expectations of the respondents, and it was necessary to rely on the respondent's memory of the way he felt at the beginning of the school year. Thus, the information provided by respondents cannot be construed to be clear enunciations of their approach to the problems likely to arise during the school year, but only an indication of their outlook toward solving problems as tempered by at least six months of experience in an integrated school environment.

The implementation of this short-term study results, obviously, in the measurement of short-run effects. Long-term effects and the permanence of any short-term effects cannot be assessed by the present research design.

Association Versus Causal Relationships

Although causal relationships between program input and outputs are always sought to guide future decisions, establishing these relationships is difficult, particularly in the area of social interactions. Among other things, control groups are difficult to identify and keep separated from program efforts. Such was the case in Phase I, coupled with the fact that definitive "before ESAP" conditions and expectations could not be established.

This study effort, therefore, has been concerned with the association of perceived change with ESAP-funded activities. If a greater perceived positive change in some measure was evidenced in schools or districts that had a particular ESAP activity than in those districts or schools that did not have that activity, the differential change (i.e., difference between the frequency of mention of positive change in the two districts) was associated with the presence of the ESAP activity. No cause-and-effect relationship was intended or implied, however.

The associative relationships that were developed strive to relate the differential incidence of change with the presence of ESAP activities as well as with the specific mention of ESAP activities by the respondent. More needs to be said, however, about the way in which data, to make these associations, were developed.

First of all, most of the selected ESAP activities were not innovative in nature. They tended to be more of the same types of activities which have existed previously in school systems. We did not, however, obtain data on the prior esistence of the activities in the schools. Thus it is not possible to talk of those LEAs that selected teacher training, for example, were those that had had teacher training in prior years. We did however make the effort to determine if other activities similar to the stated ESAP activities were being undertaken. The implication of this limitation is that less change may have been perceived in districts that have had similar activities in prior years. Thus the fact the ESAP-funded activity may have little bearing on perceived change.

With regard to perceived change, only the direction of change, not its magnitude was sought. Consequently, change, _per se,_ may mean different things for different areas of change or school districts. A change in the size of the academic gap is most likely small and requires a long time to evidence itself, while a change in the participation of black and white children in the classroom may well be large and immediate. The narrative associated with each response can provide clues to the magnitude of change.

The attribution of change by a respondent to an ESAP activity was obtained only through a spontaneous mention of the activity by the respondent. There was no urging or guiding of respondents--only the normal probing until the respondent gave no futher answers. Although the respondents knew, of course, why they were being interviewed, it is felt that the association of ESAP activities with change does not overstate the impact of ESAP.

Since some ESAP activities may be more apparent than others (e.g., a new language laboratory versus a remodeling effort, or a new bus), this difference in awareness will affect the mentions of ESAP activities and hence the association. The degree of involvement of the respondent also affects the number of mentions. Some teachers, principals or directors may have favorite or "pet" activities. Finally, to the extent that some activities are innovative, they may be more visible.

To account for this visibility variable, data on the mentions of ESAP-like activities was collected. Thus, all mentions of teacher aides were coded, whether funded by ESAP or not. Thus the association analysis can view each activity relative to its visibility. If teacher aides are mentioned more than expected, both in those schools with ESAP funding and in those without it, the difference in these mentions is what is to be studied. Similarly, if portable classrooms are seldom mentioned by both types of funding categories, there still may be an observable difference which will support the associative analyses. In other words, in this example, teacher aide mentions should not be compared with portable classroom mentions to assess the relative effectiveness of these two ESAP activities. Thus, the results of the study with regard to association must be viewed in this context.

SUMMARY

The analysis plan has to take account of associating the presence or absence of an ESAP activity with the mention of perceived change by the respondents. This is because there is no classical control group to which the results in the ESAP-funded school districts can be compared.

While cause and effect relationships cannot be established, there are many supportive analyses which can be conducted to eliminate biases and spurious associations. Several kinds of independent variables are to be examined to assess their impact on the key dependent variables--the measures of perceived change.

Limitations on the study results arise from the sampling plan, data collection by survey techniques and data processing considerations. These, however, are not considered to be of an undue magnitude. The limitations due to the time constraints and the process of associating ESAP activities with perceived change are of greater concern. Only short run impacts can be measured, and these are only perceived impacts. The association of ESAP activities with perceived change reflects to a great extent the visibility of the activities and the extent to which the respondents provided spontaneous mentions of the activities. Controls on these factors have been developed, however.

5

RESULTS: BACKGROUND

INTRODUCTION

This chapter presents that part of the findings which provide the background for the Phase I ESAP evaluation. A description of the respondents and the 1970-71 ESA Program, as observed in the sample of 252 LEAs is presented. The existence of considerable perceived positive change is shown and this change is related to the respondents' position and race. The relative impact of these two important independent variables is discussed. The areas of perceived changes are tested to determine which of them possess the property of measuring something besides respondent bias. Finally, two key findings which seem to explain much of the results presented later, the role played by expectations, and the degree of shift of racial mix in a school, are presented and discussed.

Chapter 6 presents a detailed description of the analytical approach used, and the overall assessment of the impact of ESAP. Chapter 7 presents the results of the activity-specific analyses and examines their differential associations with perceived positive change. Other conditions of ESAP impact including duration and intensity are studied in Chapter 8. Chapter 9 presents the results of the technical assistance, project management, verification, student, and BRAC analyses. Finally, Chapter 10 integrates the several findings to provide the basis for the Phase I conclusions.

DESCRIPTION OF THE 1970-1971 ESA PROGRAM

This section describes the 1970-1971 ESA Program based on the findings of the extensive field interviews. As the succeeding analyses draw heavily upon the presence and mention of specific ESAP activities, this description is needed to assure a proper understanding of the results. Also, the description of the 1970-1971 ESA Program is of interest to OE personnel.

The sample of 252 LEAs provided a sub-sample of over 1,100 ESAP activities. An average district had between three and four different ESAP activities, with the schools in these districts also having three to four activities directly impacting upon them. The mix of activities selected by the districts did not vary statistically, using the Chi-square test, according to LEA size, LEA percent minority, urban/rural designation, or percent of students reassigned.

One project in our sample had 25 separately identified ESAP activities. Fifteen percent of the projects in the sample had only one activity. The median number of activities was three. The average number of activities in the sample was 4.5 as compared to the weighted estimate of 3.6 for the entire ESA Program.

As discussed earlier, RMC developed a 32-category common code for this analysis. The first 17 categories referred to specific ESAP activities. Table 3-9 gave a brief description of the activities. A more thorough description is needed however. Each of the 17 categories can be related to OE's original seven activity groups as shown in Table 5-1.

During the coding process for the project directors' question 10, a detailed listing of each activity was kept. The number of different activities was quite large; about 350 differently titled activities were listed out of over 1,100 total activities. Thus, much interpretation was needed to properly categorize each activity.

In the coding of the common code items from the project director's instrument, it was not often easy to determine to which category an activity should be assigned. This was caused primarily by too brief a description of the activity being taken by the interviewer. By and large an activity was left in the major activity group specified by the LEA unless there was a compelling reason to move it. Thus, if the purchase of books was listed under materials, the activity was left in that category. If the purchase

Table 5-1

CONCORDANCE BETWEEN
OE ESAP ACTIVITY CATEGORIES AND THE RMC COMMON CODE

Original OE ESAP Categories	RMC Common Code Category
I: Special Community Programs	1, 2
II: Special Pupil Personnel Services	3, 4, 11, 12
III: Special Curriculum Revision Programs	5, 6, 15
IV: Teacher Preparation Programs	7, 8
V: Special Student-to-Student Programs	9
VI: Special Comprehensive Planning and Logistical Support	10, 13, 14, 16
VII: Other	17

of books was listed under curriculum revision, it was left there. Neither purchase, or both, may well have reflected a curriculum revision, but there was no way to be sure. Similarly, the distinction between remedial personnel and a remedial program was not always easy to make. The assigning of the common code to the ESAP activities was performed by one person to assure consistency.

Table 5-2 shows the results of this effort. Not all of the 350 activities within the 17 categories are listed but rather the kinds of activities included are covered in an aggregated sense. Thus, there may be five or ten kinds of groupings under each activity category. The percentages of each as found in the sample are given. An estimate of the number of activities funded in the entire program and the average weighted grant size are also given.

Many other descriptors of the activities were obtained during the Phase I interviewing process. Some of the more important findings are shown in Table 5-3.

Column 2 of this table shows the frequency with which each activity category was observed in the sample of 252 LEAs. As can be seen, the two teacher preparation activities--training and teacher aides were the most common. The non-ethnic classes and materials activities followed closely in total number observed. Comprehensive planning, busing, and the "other" category proved to be the least commonly observed activities. The distribution of activities showed no real extremes as the common code classification has provided a means by which the several activities can be handled analytically in a meaningful way. There are enough activities in each category to provide a sufficient data base for the respondents.

Column 3 of Table 5-3 shows the maximum likelihood estimate of the number of each activity that would have been observed had all 880 LEAs funded by early December 1970 been included in the Phase I sample. These estimates were made by inflating the observed number of activities in each of the seven ESAP grant size categories according to the sampling fractions shown in Table 3-1. The variation in this estimate which contains the true number with 95 percent confidence is shown for each activity in Table 5-2. The pooled variances indicate that a range of 196 activities above and below the observed estimate of 3, 225 includes the true number

Table 5-2

RMC TAXONOMY OF ESAP ACTIVITIES

Common Code Identification No.	Activity Title	Definition	Estimated No. Funded	Estimated Average Size of Grant	Types of Activities Funded	Percent
1	Personal Community Activities	These activities were aimed at promoting understanding. They usually indicated that there was a personal, i.e., one-to-one contact, between the school and the community.	104 ± 27	$26K	School-Home Coordinators School-Home Visitations School-Community Relations Other	40 35 15 10
2	Non-Personal Community Activities	These activities were aimed at promoting information. They usually involved the use of media or lectures to affect contact with the community.	199 ± 44	$13K	Public Relations and Information Advisory Committee Support Newspapers, Newsletter, Bulletins TV, Radio, or Film Shows Adult Education Other	35 20 20 10 5
3	Counseling	These activities made specific mention of counselors.	100 ± 34	$20K	Guidance Counselor Other Counselors Other	70 15 5
4	Counseling Support	These activities made mention of supportive assistance to counselors. The support was in non-classwork areas.	201 ± 57	$14K	Counselor Aide Nurse/Attendance Officer Coordinator-Disciplinarian Testing Buildings or Materials Psychological Support Consultants Other	20 20 15 10 10 10 10 5
5	Ethnic Classes and Materials	These activities made specific mention of ethnic classes or materials.	105 ± 36	$17K	Materials Specific Classes Develop New Courses Specialists	50 20 15 5
6	Non-Ethnic Classes and Materials	These activities made no mention of ethnicity.	320 ± 60	$21K	Materials, Supplies, Equipment Curriculum Revision or Plans for Revision Specific Courses Audio-Visual Materials & Equipment Other	40 25 20 10 5

Table 5-2 (continued)

Common Code Identification No.	Activity Title	Definition	Estimated No. Funded	Estimated Average Size of Grant	Types of Activities Funded	Percent
7	Teacher Training	These activities undertook to train or consult with teachers.	301 ± 51	$24K	In-Service Training Workshops and Seminars Other Training Counseling and Consultants Other	55 20 10 5 10
8	Teacher Aide and Support Personnel	These activities provided either support or substitution for teachers.	460 ± 59	$27K	Teacher Aides Teachers Other Aides and Assistants Other	70 20 10 --
9	Student-to-Student Activities	These activities provided means for students to get together out of the classroom but within the auspices of the school.	224 ± 60	$8K	Clubs, Committees Special Assemblies, Trips Courses or Discussion Groups Student Tutors Band Recreation Programs Newspaper Others	25 20 15 10 10 10 5 5
10	Busing	These activities had to do with transportation in general.	103 ± 35	$23K	Purchase of Bus Use of Bus (extra-curricular) Drivers Aides, Supervisors Route Studies	40 20 15 15 10
11	Remedial Education Personnel	These activities mentioned specific types of personnel who provided the remedial education.	113 ± 34	$17K	Teachers Tutorial Services Specific Classes Other Personnel	55 25 15 5
12	Remedial Education Programs and Materials	These activities mentioned personnel and/or materials as the providers of remedial education. Often a package of personnel and material was called a program.	206 ± 56	$23K	Remedial Programs Materials Reading Labs and Equipment Others	50 30 15 5

Table 5-2 (continued)

Common Code Identification No.	Activity Title	Definition	Estimated No. Funded	Estimated Average Size of Grant	Types of Activities Funded	Percent
13	Comprehensive Planning	These activities related to planning only. No purchases or hirings were included.	63 ± 22	$12K	Planning Studies	90 10
14	Administrative Personnel	These activities covered the hiring or employment of persons not coded elsewhere.	144 ± 37	$14K	Clerks, Typists, Aides General Help or Assistance in Administration of ESAP Other Personnel Other Services	35 35 25 5
15	Materials	These activities covered the purchase of materials or equipment not coded elsewhere.	223 ± 61	$10K	Equipment, Materials, and Supplies Specific Items Books Centralize Services	50 35 10 5
16	Facilities Improvement	These activities covered the purchase, expansion or renovation of facilities.	303 ± 56	$19K	Portable of Mobile Classrooms Renovation Expand or Improve Build	55 30 10 5
17	Others	These activities were those which could not be coded elsewhere or which were described too vaguely for categorization.	56 ± 29	$15K	There were 20 widely different activities listed.	

Table 5-3

SELECTED ESAP PROGRAM DESCRIPTORS

(1) Activity	(2) Number of Activities in Sample	(3) Estimated Total Number of Activities in ESA Program	(4) Estimated Total ESAP Dollars (Millions)	(5) Estimated Average ESAP Dollars Per Activity (Thousands)	(6) Estimated Total Personnel Employed		(7) Percent of Activities in Sample Initiated by January 1971
					Black	Non-Black	
1. Personal Community Activities	50	104	2.7	26	200	330	84
2. Non-Personal Community Activities	81	199	2.5	13	65	65	85
3. Counseling	35	100	2.0	20	70	70	91
4. Counseling Support	77	201	2.7	14	180	180	73
5. Ethnic Classes and Materials	44	105	1.8	17	20	30	76
6. Non-Ethnic Classes and Materials	114	320	6.8	21	160	190	84
7. Teacher Training	122	301	7.1	24	940	1135	77
8. Teacher Aide and Support Personnel	142	460	12.3	27	895	1435	92
9. Student-to-Student Personnel	86	224	1.9	8	180	190	77
10. Busing	32	103	2.3	23	50	30	89
11. Remedial Education Personnel	40	113	2.0	17	185	190	78
12. Remedial Education Programs and Materials	62	206	4.7	23	105	225	84
13. Comprehensive Planning	28	63	0.8	12	5	25	90
14. Administrative Personnel	56	144	2.1	14	80	110	96
15. Materials	55	223	2.2	10	5	10	87
16. Facilities Improvement	88	303	5.7	19	35	30	90
17. Others	24	56	0.8	15	25	10	86
TOTAL*	1136	3225	60.3	19	3200	4255	84

*Totals may not equal the sum of the 17 activities due to rounding.

with 95-percent confidence. Based upon these weighted values, the teacher aides category is by far the predominant ESAP activity. The teacher training, non-ethnic classes and materials and facilities improvement are the next most common. These four activities comprise over 40 percent of the activities in the ESA Program. The least common activities are again comprehensive planning and the "other" category.

Column 4 shows a weighted estimate of the total ESAP funds that went to each of the 17 activities. Again, the same four activities--teacher aides, teacher training, non-ethnic classes, and materials and facilities improvement--account for almost half of the total ESAP budget. The weighted average value, $60.3 million, is quite close to the $60 million claimed to have been allocated by early December 1970. The variance about this figure was not calculated as it serves little analytic purpose. However, the variance associated with activities 9, 12, and 8 were sufficient to establish the fact that the $60 million is included in the range about our $60.3 million estimate.

Column 5 shows the average dollar amount spent on an ESAP activity in each activity category. These values were estimated in accordance with the sampling fractions shown in Table 3-1. In contrast with Column 4 which looks at aggregate expenditures, these values show a cost for each activity type without regard to how frequently or infrequently it is actually undertaken.

The individual activities which are funded at higher levels are remedial programs and materials, busing, teacher aides and other support personnel, teacher training and personal community activities. Note that busing activities are rather costly. Although not highlighted in terms of numerical frequency or total dollars, when busing activities were funded they averaged $23,000, well above the average of $19,000 per ESAP activity. The least expensive activities are student-to-student activities, comprehensive planning, materials, and counseling support. The directors indicated that almost all of the activities were not supplementing similar activities being carried out in the district. Thus, most of these activities would not have been undertaken without ESAP funding.

Without trying to present the findings of the other chapters, these two columns of cost data prove useful in showing that certain activities with high cost, both in terms of total budget and per activity costs are associated less with positive impact than others with values closer to or below the average.

The dollar size of the activities tends to vary directly with grant size, the difference in average activity funding levels being much larger than the difference in number of activities funded. Thus, the larger LEAs might have had activities costing ten times that of those in the smaller LEAs, but only two times the number of activities. The largest activity observed in the sampled LEAs was $971,000 for teacher training. About eight percent of the sampled activities were funded at levels in excess of $100,000. At the other end of the picture were several community and student-student activities funded for under $500.

The variances about activity dollar amounts were not calculated as the activity size parallels the grant size as discussed above. The variances would be quite large and have little analytical meaning.

The total number of blacks and non-blacks employed in the activities is shown in column 6 of Table 5-3. About two-thirds of the personnel were full-time. For the teacher training activity, most of the personnel mentioned were the teachers themselves as opposed to new hires. The racial breakdown of the involved persons was estimated to be 42 percent black. The majority of the employed persons were found to be associated with the two most common activities.

With regard to the starting time for the ESAP activities, 84 percent of them were begun by January 1971 as shown in column 7. The counseling, teacher aide, comprehensive planning, administrative personnel, and facilities expansion activities tended to get an earlier start as almost all of them were underway by January. Teacher training, ethnic classes and materials, student-to-student activities and counseling support tended to start later than the rest. Only activity 16, purchase of or expansion of facilities, had a large incidence of activities being completed by January. Ninety-five percent of the 252 projects, i.e., at least one of the funded activities in a district, were underway by January 1971.

Much more descriptive data were available in the activities. Appendix C contains a short narrative description of the nature of each activity. These reports were based upon readings of the director's and principal's survey instruments.

They serve to amplify the taxonomy shown in Table 5-2 and to provide additional descriptive flavor or color which could not easily be shown in a tabular form such as Table 5-3.

Although the mix of activities selected by districts did not vary statistically according to the district characteristics, as mentioned earlier, there were two significant differences found with regard to school characteristics. There was a difference in the selection of activities by school type--elementary, secondary, and mixed. This is to be expected since some activities are needed more at a specific level. In addition, the schools that had experienced a large relative shift in racial mix between the 1969 and 1970 school years tended to pick different activities than those which remained more stable.

Table 5-4 shows the distribution of activities in our sample by school type.

The counseling activities (3 and 4) exist to a greater extent in the secondary schools. The same is true for the student-student activities. Teacher training and teacher aides are more commonly found in elementary schools along with the remedial programs.

Table 5-5 shows the percentage distribution of the 17 ESAP activity groups according to the degree of racial mix shift experienced in the schools from 1969 to 1970. This variable is described in greater detail later in this chapter. Simply, the schools were placed into one of two racial mix shift categories based on a changing distribution of black-nonblack students between the 1969 and 1970 school years.

By and large the differences are due to two major factors. The schools with a large shift in racial mix selected facilities improvement and materials much more often than schools with little or no shift in racial mix, and they selected the two community activities less often. Otherwise, the mix of activities is basically the same.

These differences, as well as those shown for the three school types, tend to be reasonable and expected observations. The magnitude of the differences is not all that great when Tables 5-4 and 5-5 are examined. The general pattern of selecting activities 6, 7, and 8 most often is still apparent.

Differences in activity selection can be isolated to school properties as no differences due to LEA characteristics were observed.

Table 5-4

PERCENTAGE DISTRIBUTION OF ESAP ACTIVITIES BY SCHOOL TYPES

	Elementary	Mixed	Secondary
1. Person to Person	8 %	7 %	7 %
2. Media/Nonpersonal	7	8	7
3. Counseling	3	3	4
4. Counseling Support	4	5	7
5. Ethnic Classes and Materials	3	2	4
6. Non-Ethnic Classes and Materials	15	12	13
7. Training	17	16	13
8. Teacher Aides	13	13	10
9. Special Student to Student	5	8	13
10. Busing	4	2	3
11. Remedial Education Personnel	2	3	2
12. Remedial Education Programs and Materials	8	10	5
13. Special Comprehensive Planning	1	2	1
14. Administrative Personnel	4	1	3
15. Equipment	1	3	3
16. Portable Classrooms	3	4	3
17. Others	2	1	2
Total Number of Activities	1189	706	931

Table 5-5

PERCENTAGE DISTRIBUTION OF ESAP ACTIVITIES BY DEGREE OF SHIFT IN SCHOOL RACIAL MIX

	Degree of Shift in Racial Mix	
	Large	Small
1. Personal Community Activities	6%	9%
2. Non-Personal Community Activities	8	9
3. Counseling	3	3
4. Counseling Support	6	4
5. Ethnic Classes and Materials	3	3
6. Non-Ethnic Classes and Materials	12	15
7. Teacher Training	12	14
8. Teacher Aide and Support Personnel	16	14
9. Student-to-Student Activities	6	7
10. Busing	4	2
11. Remedial Education Personnel	2	3
12. Remedial Education Programs and Materials	5	6
13. Comprehensive Planning	2	1
14. Administrative Personnel	3	4
15. Materials	4	2
16. Facilities Improvement	6	3
17. Others	2	1
Total Number of Activities	1240	1586

DESCRIPTION OF RESPONDENTS

Table 5-6 shows the numbers of respondents by position and race. The number of respondents included in the data analysis is slightly lower than those interviewed due to the race category having been left blank on a few instruments. Table 5-6 shows that the closer one gets to the classroom, the higher the percent blacks in the sample. Also, the responses to the questions by teachers and students will have much smaller sampling errors and will carry more weight, because of the much larger sample size and their greater prevalence in the school system.

Table 5-6

NUMBERS AND RACIAL COMPOSITION OF ESAP PHASE I RESPONDENT SAMPLE

Position	Number	Percent Black
Director	249	12
Principal	846	25
Teacher	4,245	33
Student	3,757	43

Only three percent of the directors had less than five years experience in education. Eighty-five percent had over ten years experience. A similar number had a Masters Degree or higher. Only half of the directors were also the superintendent or assistant superintendent of their district. Some 40 percent were administrators of other federal programs in addition to their role as project director.

About 90 percent of the principals had had over ten years experience in education, a figure also equal to the percent of them having at least a Masters Degree. For 25 percent of the non-blacks, this was their first job as a principal in the sampled school, the comparable value being 16 percent for blacks. Over half of the principals had been principals or assistant principals prior to their current assignment.

One-third of the teachers had less than five years' experience, while 47 percent had over ten. The black teachers had, on the average, two more years of educational experience, the averages being 11.5 and 9.6 years for black and non-black teachers, respectively. Forty-seven percent of the black teachers were teaching in the sampled schools for the first time as opposed to 39 percent of the non-blacks. Of those teachers new to the sampled school, only 29 percent of the blacks had not taught in an integrated school before as opposed to 75 percent of the non-blacks.

The student sample had the highest proportion of black respondents. The 252 school districts in the sample had 38 percent minority based on OCR-provided data. Five percent of this 38 percent were estimated to be non-black minority students--predominately Spanish-speaking.

In our sampled schools, however, about 15 percent more blacks were found than in the LEAs as a whole. The ESAP-affected schools that were picked for the sample, therefore, had a higher black composition than the other schools in the district. This differential serves to explain the 43 percent overall ratio of black students in our sample.

Table 5-7 shows the percentage breakdown of the sampled students by grade. The high proportion of students in the fifth and sixth grades is due to the policy of not interviewing students below the fifth grade. Since one-third of the sampled schools were elementary schools, where only fifth and sixth grade students could be interviewed, these percents became inflated. Fifty-four percent of the blacks and 63 percent of the non-blacks had attended the sample school during the previous year.

Table 5-7

PERCENT OF STUDENT SAMPLE
BY SPECIFIED GRADE LEVEL

Grade Level	5	6	7	8	9	10	11	12
Percent of Total Students	25	24	13	11	9	7	5	6

PERCEIVED CHANGE IN DESEGREGATION-RELATED AREAS OF CHANGE

A number of questions were asked about changes in several variables expected to be related to the progress of desegregation. No reference was made to the ESAP activities underway. The questions varied somewhat among types of respondents. For instance, it was not considered likely that project directors could respond accurately to a question concerned with changes in the number of interracial friendships formed among students so this question did not appear in the director survey. The following list provides the areas of possible change which the respondents were asked to consider--items 3, 4, 5, and 9 being applicable to principals and teachers but not directors, and item 7 applicable to all directors but only to secondary school principals and teachers:

(1) black student attendance,
(2) white student attendance,
(3) class participation of black students in classes taught by white teachers,
(4) class participation of white students in classes taught by black teachers,
(5) the way students of different races work together in class,
(6) the gap in grade level achievement between races,
(7) the racial mix of students participating in school activities,
(8) student groupings around school,
(9) the formation of interracial friendships,
(10) the way teachers of different races relate to each other,
(11) parent contacts with the school system, and
(12) PTA racial composition.

The results of the questioning about these areas of possible change indicated two things. First, more directors perceived change for the better than principals, who in turn perceived more than teachers. Second, when the areas are ordered from the one in which most respondents perceived change for the better to the one in which the least respondents perceived change for the better, a considerable similarity in the rankings between the directors, principals, and teachers was found.

It should be noted that the change questions offered the respondent the opportunity to answer "better," "worse," or "no change."[1] In addition, the survey instrument provided for the recording of a voluntary "don't know" or "not applicable" (their incidence was quite small). Table 5-8 shows the "better" responses as a percent of all the applicable responses, i. e., the base is composed of the "better," "worse," and "no change" responses only.

In Table 5-8, the areas of perceived change are arranged in descending order of teacher responses indicating change for the better. In each area, the percent of principals responding "better" is less than the percent of directors responding in this way, and the percent of teachers so responding is always less than principals.

If one examines the ordering of the areas of possible change, similar groupings appear for each type of respondent. The first three items in the table, applying only to principals and teachers, indicate that for both types of respondents the area where change for the better is most often perceived is in the formation of interracial friendships. A second grouping can be made of items 7, 4, 10, 6, and 8. Although the principal and teacher responses do not fall in precisely the same order as the director, they fall in the same grouping and, in the case of the teachers, the differences in responses between areas of possible change are relatively small. Another grouping can be made of areas 1, 12, 11, and 2. Here again the ordering is similar. The importance of quantitative differences from directors down to teachers fades in the light of these qualitative assessments. This pattern, among type of respondents,also appeared in response to the "cause of change" questions where the respondent's association of change with ESAP activities was identified. This is discussed in a later section.

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[1] In some cases the question was phrased in such a way that the response was "increase" or "decrease" or "more integrated" or "less integrated" rather than "better" or "worse." "More integrated" was always equated with "better," but the phrasing of the question determined whether "increase" was interpreted to mean "better" or "worse."

Table 5-8

PERCENT OF RESPONDENTS INDICATING CHANGES FOR THE BETTER, BY AREA OF CHANGE AND TYPE OF RESPONDENT

Area of Change	Type of Respondent		
	D	P	T
9. Interracial Friendships	N/A	78	64
3. Black Student-White Teacher Class Participation	N/A	63	52
5. Interracial Class Work	N/A	64	51
7. Interracial Student Activities	73	49	40
4. White Student-Black Teacher Class Participation	N/A	46	37
10. Interracial Teacher Relations	72	51	34
6. Academic Achievement Gap	63	53	34
8. Interracial Student Groupings	47	38	32
1. Black Student Attendance	53	33	19
12. PTA Racial Composition	52	22	16
11. Parent Contacts	42	21	11
2. White Student Attendance	15	10	6

N/A = Not applicable because question was not asked.

The identification of such patterns does not eliminate the need for examination of the numbers. Although there can be no attempt to calculate the amount of actual change from the responses of the directors or principals or teachers, the differences between their responses are of interest. It tells us something about the way change is perceived in different school positions. Using chi-square calculations, tests of significance were made, and, at the 95 percent level of confidence, there were significant differences in responses due to position in all areas of change but one--white attendance.

The "no change" responses provide almost a reverse image of Table 5-8. More teachers responded "no change" than did principals, and more principals responded "no change" than did directors.

Perceived changes for the worse were much less frequently indicated as shown in Table 5-9. There was an overall tendency for teachers to cite more negative change than principals and directors. For approximately two-thirds of the areas of change, five percent or fewer of the respondents answered "worse." Only on the question concerning parent contacts with school personnel did the "worse" response rise above ten percent, and this question was a difficult one to evaluate. It is not clear whether more parent contacts indicate a better or worse relationship with school personnel. From a parent's point of view, more contacts might indicate that he or she feels that there is something to be gained from contacting school personnel and that satisfactory response is received from the school system. On the other hand, school personnel might view parent contacts as a form of harrassment or parental discontent and thus regard increasing contacts as a worsening situation. The analysis was structured to accept more parent contacts as a change for the better, and it is in this area only that changes for the worse (fewer parent contacts) rise above ten percent.

Only two instances of perceived change for the worse exceeding that for the better were observed. Parent contacts for principals was one, although the difference was not statistically significant. The difficulty with this measure was described above. The other case was the teacher's perception of the attendance of white

Table 5-9

PERCENT OF RESPONDENTS INDICATING CHANGES FOR THE WORSE, BY AREA OF CHANGE AND TYPE OF RESPONDENT

Area of Change	Type of Respondent		
	D	P	T
9. Interracial Friendships	N/A	1	1
3. Black Student-White Teacher Class Participation	N/A	1	1
5. Interracial Class Work	N/A	1	2
7. Interracial Student Activities	1	2	4
4. White Student-Black Teacher Class Participation	N/A	1	1
10. Interracial Teacher Relations	1	2	3
6. Academic Achievement Gap	5	4	8
8. Interracial Student Groupings	1	2	2
1. Black Student Attendance	4	6	6
12. PTA Racial Composition	3	5	6
11. Parent Contacts	11	24	6
2. White Student Attendance	6	8	8

N/A = Not applicable because question was not asked.

students. Eight percent of the interviewed teachers said that white attendance became worse during the last school year as opposed to only six percent citing a change for the better. Because of the large sample of teachers and the low probability of change, this difference is statistically significant. Whether the difference is large enough to be of practical significance is subject to question.

In summary, positive perceived change is far more prevalent than perceived change for the worse. With the exception of one area, the incidence of change for the worse was relatively small, in many instances two percent or less. Therefore, the following analyses will be conducted on the positive indications of perceived change only. A large percentage point spread of answers regarding positive change was observed among the several areas of change. This fact coupled with the much larger instance of positive perceived change provides a sample size sufficient to support more detailed analyses.

In addition to the interest in the respondent's position, there is concern with the role of race in the perception of change. Using the same ordering as appeared in Table 5-8, the percent of respondents perceiving change for the better is listed for black and non-black respondents in Table 5-10. A somewhat similar pattern appears in the ordering as appeared in Table 5-8 with the same three items forming a group of areas in which the largest portions of the respondents perceived change for the better. Items 7, 4, 10, and 6 form a second group with a variation in ordering between black and non-black but not very large percentage changes within the group; the black responses varying from 37 to 42 percent and the non-black responses varying from 36 to 46 percent. The last grouping, items 1, 12, 11, and 2 form a distinct pattern. This ordering omits item 8, which is the only item that does not easily fit into this pattern for both black and non-black respondents. It will be discussed shortly.

Table 5-10 shows another type of pattern. In Table 5-8 the relationship between the types of respondents was very clear and showed that more directors perceived change than did principals, and more principals than teachers. In Table 5-10 the relationship between the responses of black and non-blacks does not evidence this pattern. It appears that black respondents have indicated the perception of change

Table 5-10

PERCENT OF RESPONDENTS INDICATING A CHANGE FOR THE BETTER IN THE INDICATED AREA OF CHANGE, BY RACE OF RESPONDENT

Area of Change	Race of Respondent	
	Black	Non-Black
9. Interracial Friendships	69	65
3. Black Student-White Teacher Class Participation	45	56
5. Interracial Class Work	55	52
7. Interracial Student Activities	41	46
4. White Student-Black Teacher Class Participation	42	36
10. Interracial Teacher Relations	38	36
6. Academic Achievement Gap	37	39
8. Interracial Student Groupings	41	28
1. Black Student Attendance	21	24
12. PTA Racial Composition	17	19
11. Parent Contacts	14	15
2. White Student Attendance	08	07

more often than white respondents, but this is not a clear trend and any differences must be examined to determine their significance.

Chi-square tests were conducted by race on the responses--better, no change, and worse--for the area of change questions. The proportion of respondents citing positive perceived change was used for the position tests. Table 5-11 shows these chi-square values. If the value has an asterisk by it, it was found to be significant at the 95 percent level for the appropriate degrees of freedom--two in almost all cases. The null hypothesis was that there was no difference due to position or race in the answering of better, no change, or worse.

As can be seen, all of the position values are statistically significant. This establishes the role of position in explaining variation in responses. With regard to race, half of the areas of change possess statistically significant values. With regard to interracial student-teacher relationships, where one would expect strong racial bias, teachers of each race saw greater positive change in their relationships with students of another race. The only other area of change where race apparently plays a stronger role than position is student groupings. Black respondents answered this question far more positively than non-blacks. While no definitive explanation has been found, the answer might well be due to the greater experience of black teachers in teaching in an integrated environment. Only 14 percent of the blacks had not taught in integrated schools before as opposed to 29 percent of the white teachers. Approximately 60 percent of the schools in the sampled LEAs had a change in racial composition exceeding five percentage points since the previous school year--two-thirds of these being towards more black. As the majority of these schools are still predominantly white, it might well have been easier for the black teachers in these schools to perceive more integrated student groupings, hence, a change for the better, as they are both more experienced in teaching in a multi-ethnic environment and the change in the number of black students is larger relative to the decrease in the number of non-black students.

Table 5-11

CHI-SQUARE STATISTICS FOR RESPONSES TO AREAS OF CHANGE QUESTIONS BY RESPONDENT'S RACE AND POSITION

Area of Change	Chi-Square Value	
	By Race	By Position
9. Interracial Friendships	7.5*	11.8*
3. Black Student-White Teacher Class Participation	39.2*	9.9*
5. Interracial Class Work	5.9	14.3*
7. Interracial Student Activities	5.8	32.3*
4. White Student-Black Teacher Class Participation	29.8*	6.7*
10. Interracial Teacher Relations	2.2	79.1*
6. Academic Achievement Gap	3.2	61.1*
8. Interracial Student Groupings	54.2*	13.3*
1. Black Student Attendance	27.0*	102.2*
12. PTA Racial Composition	4.5	87.3*
11. Parent Contacts	137.2*	209.8*
2. White Student Attendance	4.3	29.4*

* Denotes Chi-Square value is significant at 95-percent level.

Tests on the data showed little or no interaction. Thus, for most of these areas of change, there is both a significant race and positional effect. In all cases, the black respondents with the highest positions cited the greatest perceived positive change. Still, the positional effect was always greater. While it is possible to say with considerable confidence that, in several areas of change, race does indeed make a difference in the amount of positive change that was perceived, by and large the role of position predominates.

This discussion of relative Chi-square values is not meant to be rigorous. It does, however, serve to show that race plays a role in the way the respondents answer the change questions, but that their position plays a greater role. As will be shown in the next section, over half of these areas of change cannot be shown to be measuring something other than individual respondent feelings. Thus, they will not play a role in assessing any ESA Program impact. The two teacher-student questions fall into this category. Thus, we are left with only one measure, student groupings, which has a strong racial bias.

There are two commonly encountered effects which should be mentioned at this point. These are the Hawthorne and Rosenthal effects. The findings may well indicate some extent of the Hawthorne effect, that a situation being observed or studied improved solely because it is being studied. In the case of this study, the closer the respondent is to the funding source, the greater the degree of perceived change. Thus, the higher the position of the respondent, the more familiar they are with the ESA Program, and the more positive change they perceived. As will be shown in the next section, an explanation for this differential perception was found, but the possible existence of the Hawthorne effect must be acknowledged.

With regard to the Rosenthal effect, the situation in which the interviewer passes to the interviewed person a feeling for the kinds of answers desired, there is no reason to suspect that it was present to different extents according to the race or position of the respondent. Thus, if an interviewer tended to elicit positive responses, he would have done this for all respondents, not in a decreasing order according to position. While there probably are real differences in perception due to the position of the respondent, the Rosenthal effect can only be construed to have increased the incidence of positive change for all respondents, not selectively by position.

THE ESTABLISHMENT OF MEASURES

Twelve separate descriptions of school situations were developed and incorporated into the survey instruments in the form of the change questions just discussed. To conclude with any confidence that actual change had truly occurred, the indication of perceived change had to be shown to be measuring something besides the respondent's own feelings or biases. Thus, if one of the areas of change, say the academic gap, had actually decreased in a school, then one would expect the teachers in that school to tend to agree and say that it had decreased. If there were not this collective awareness, then the measures would only be assessing a change in the perception of individual teachers.

To test the measures, an examination was made of those instances where several respondents could answer in concert that something did or did not change. In our sample, both teachers and students could be used for this test. In the case of directors, there was only one per district, so this type of analysis cannot be made. In the case of principals, every school in a district did not always have the same ESAP activities and the schools often differed radically in racial composition or some other factor. Hence, principals could not be used.

In the case of students however, only six change questions were asked. Only four of these were similar to those asked in the teacher instrument. Also, only 11 percent of the non-black and 46 percent of the black students were attending a school that had been integrated for the first time in the 1970-71 school year. The set of change questions in the student questionnaire were in a portion of the instrument that was skipped if the student was not new to integration. Hence, some 75 percent of the student instruments did not have responses for these questions. Consequently, for the purposes of assessing each area of change for its use as a measure, the students and teachers were treated independently.

To test the measures, teacher instruments from 200 schools were examined for consistency of response. A null hypothesis was established that the teachers were all answering independently hence one would expect to find that the distribution of the number of teachers from one school agreeing on a selected response would be indistinguishable from that arising from a binomial distribution. Thus, if there were a one in five, or 20 percent, chance that a teacher would say that the academic gap had decreased, for the 200 LEAs sampled one would expect to find 66 in which all teachers said that there was no change, 82 in which one teacher cited change, 40 in which two teachers indicated change, ten with three teachers, etc. If upon examination the distribution of responses was significantly different from that listed above, it would be possible to conclude that the teachers were tending to answer together and not independently. If so, the measure would prove useful as it is measuring something other than the personal impression of each teacher. The chi-square test was used to test whether the distribution that resulted from the sample of 200 schools was sufficiently dissimilar from that of the binomial distribution for each of the 12 areas of perceived change.

Table 5-12 shows the results of this analysis. A 95-percent confidence level was used for this analysis. At this confidence level, five of the 12 areas of change were found to possess a distribution that differed from that of the binomial. Hence, we can say that the teachers, with regard to these perceptions of change, tended to answer in concert. These changes can be regarded as measures, measuring more than individual teacher responses.

All five measures had Chi-square values far in excess of that needed at the 95 percent level. A drop to 85 percent would have been required for academic gap and white student-black teachers to become measures. Only the five measures that evidenced a strong indication that the teachers were answering together were selected. One measure, students of different races working together in class, was strikingly different from the expected binomial and, thus, serves as an especially clear example of the comparison of the two relevant distributions. Figure 5-1 shows

Table 5-12

RESULTS OF TEST OF INDEPENDENCE OF RESPONSES OF TEACHERS TO TWELVE AREAS OF CHANGE

Area of Change	Binomial "p"[a]	Chi-Square Value (Degrees of Freedom)	Statistically Significant ?[b]
9. Interracial Friendships	.60	26.55 (4)	Yes
3. Black Student-White Teacher Class Participation	.42	5.68 (4)	No
5. Interracial Class Work	.52	78.59 (5)	Yes
7. Interracial Student Activities	.38	4.62 (4)	No
4. White Student-Black Teacher Class Participation	.20	6.62 (3)	No
10. Interracial Teacher Relations	.34	30.07 (4)	Yes
6. Academic Achievement Gap	.32	6.58 (4)	No
8. Interracial Student Groupings	.28	13.72 (3)	Yes
1. Black Student Attendance	.19	12.61 (3)	Yes
12. PTA Racial Composition	.12	5.68 (2)	No
11. Parent Contacts	.10	1.90 (2)	No
2. White Student Attendance	.05	0.29 (1)	No

a. Binomial "p" refers to mentioning a positive change in the measure.

b. At 95 percent level.

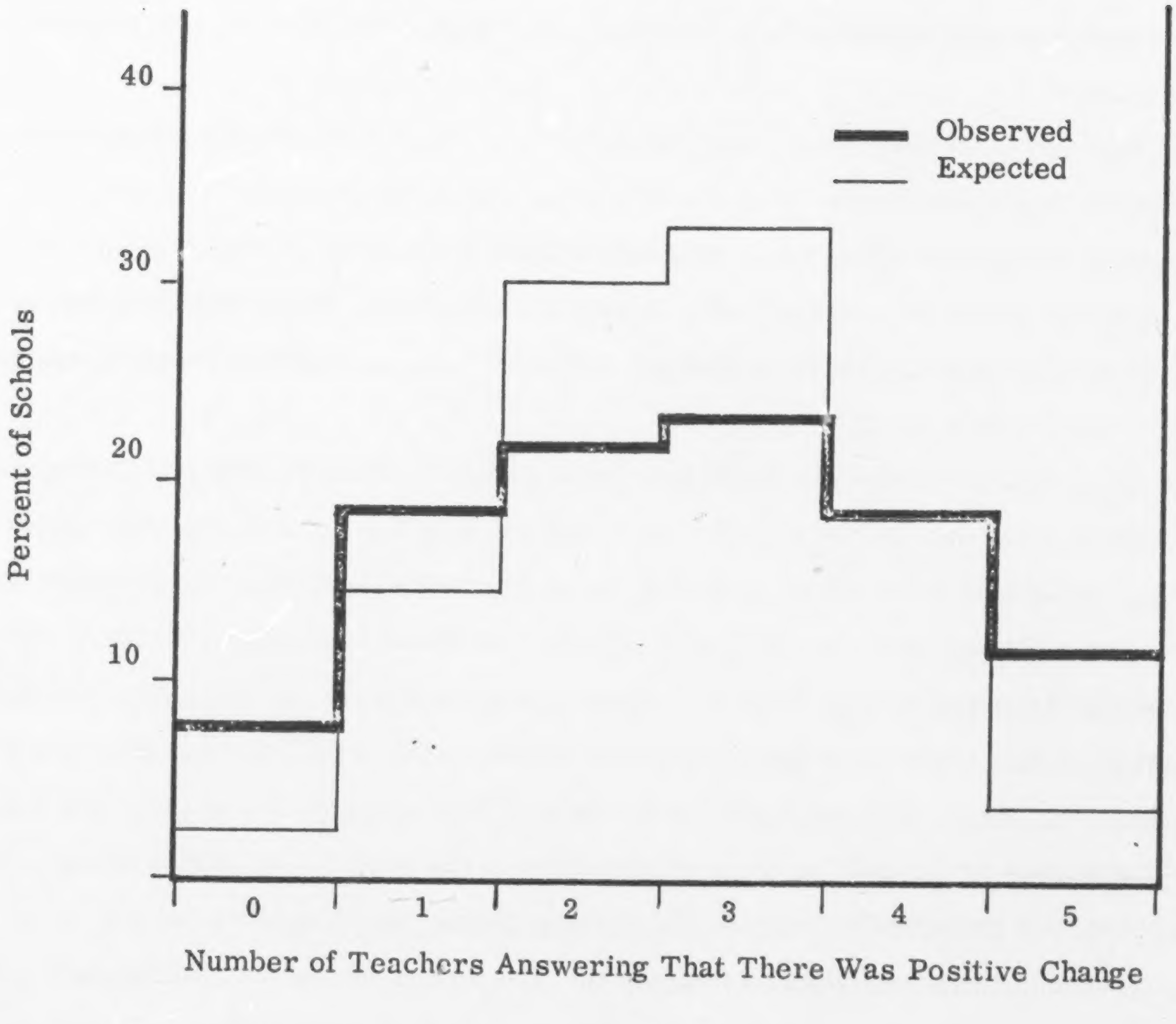


FIGURE 5-1: COMPARISON OF EXPECTED AND OBSERVED INSTANCES OF FIVE TEACHERS IN A SCHOOL ANSWERING THAT THERE WAS POSITIVE CHANGE IN STUDENTS OF DIFFERENT RACES WORKING TOGETHER IN CLASS

the two curves, the expected and observed. This measure is picking up many instances of all teachers saying that the perceived change was for the better, or that there was no change.

In summary, the five measures based upon the teacher responses indicate something other than individual responses. The teacher responses with regard to those five measures can therefore be used to tell something about what is occurring at the school.

These five measures were also used for the principal and director responses in the subsequent analyses. For the directors, there was no basis upon which to establish measures. They were only asked about eight areas of change. Two of the selected measures, dealing with classroom situations, were not asked, hence the directors have only three measures, black attendance, teacher-teacher relationships, and student groupings.

The principal responses could have been grouped with the teachers, as representing a collective answer for the school. This was not done for several reasons. First of all the principals were shown to answer much more positively than the teachers so a non-homogenous data element would have been included. Secondly, for data processing reasons, the principal and teacher responses could not be easily grouped. Thirdly, the relative weight of the principals' response varied widely with regard to the teacher responses. Thus, in a small school the ratio of five teachers to one principal may have approached the ratio of these respondents in the school. In large schools however, the principal's response would have carried more relative weight.

It was felt best analytically to apply the five measures that passed the independence test to the directors and principals rather than conduct the analyses on all areas of change for these respondents.

Student's Perception of Positive Change

The responses to the student version of the change questions are shown by race of respondent in Table 5-13. The responses to only one of the areas showed a racial bias. Non-black students answered positively more often that they had changed their feelings towards making friends with students of a different race.

Table 5-13

PERCENT OF STUDENTS STATING THAT THEY HAD FELT MORE POSITIVELY ABOUT THE INDICATED SCHOOL SITUATIONS, BY RACE

	Black	Non-Black	Significant Difference?
1. Going to school in an integrated environment	39	43	No
2. Classwork in a multi-ethnic environment	25	21	No
3. Making friends with students of a different race	30	36	Yes
4. Activities with students of a different race	17	18	No
5. Learning in an integrated environment	21	17	No
6. Riding buses with students of a different race	12	10	No

This difference was not large in absolute magnitude and there was no obvious explanation for it. As stated earlier, the newly integrated schools were still predominantly non-black, which might explain why the non-blacks perceive more often that they feel better about making friends with students of another race. However, because of this lack of desegregated experience, one would not necessarily expect a greater positive change.

Establishment of Measures for Student Responses

The same technique described above, with a modification, was used for the students. The modification was necessary because of the nature of the skip pattern of the change questions and the restrictions on the use of the Chi-square test.

The change section of the student instrument was skipped if this was not the first year that the student was attending school in an integrated environment. Hence, in any given school it was rarely the case that all five selected students were new to integration. There were, therefore, many cases in which we had only 1, 2, 3, or 4 students who answered the set of change questions in the same school. Because of the low instance of finding students new to integration, only 25 percent of the total sample could be used to assess their collective recognition.

To compensate for this, an aggregation of the results for the 2, 3, 4, and 5 students per school was undertaken. A composite distribution, based upon the individual observations and expected values for each case, was constructed. For each area of change, the average probability of a student answering positively was calculated, based on all responses. While one might expect differing probabilities of change due to the degree of integration (i.e., where five students were new to integration, the school most likely had undergone a great change as opposed to those schools where only one or two students were found), the observed probabilities, when tested statistically at the 95-percent level, showed no such tendency.

In this composite distribution, the expected and observed values for none of the students citing positive change, for example, was based upon the observations of 2, 3, 4, and 5 students in a school saying that they were experiencing integration for the first time. This composite distribution is, therefore, weighted much more heavily toward the lower number of respondents answering collectively, but the bias is eliminated by the expected values also tending this way.

Table 5-14 shows how this was done. The expected and observed values for each case were recorded and calculated. The right side shows the results. The Chi-square test was performed on this distribution.

Using this technique, the six areas of change were examined as shown in Table 5-15. Three measures resulted as their Chi-square values exceeded the critical value for the test at the 95-percent level. These three measures were used to calculate the student associations shown later.

Table 5-14

EXAMPLE OF THE AGGREGATION OF THE COLLECTIVE RESPONSES OF STUDENTS

Number of Respondents Answering Positively	Measure = Student Friends Number of Students Experiencing Integration For the First Time									
	2		3		4		5		Total	
	Obs	Exp	Obs	Exp	Obs	Exp	Obs	Exp	Obs	Exp
0	34	34	26	20	14	12	10	5	84	71
1	30	33	26	29	21	24	7	13	84	99
2	11	8	10	14	17	17	8	13	46	52
3	--	--	3	2	5	6	9	6	17	14
4	--	--	--	--	3	1	4	1	7	2
5	--	--	--	--	--	--	0	0	0	0

P = .329
Chi-square Value (Aggregating 3,4 and 5 Responsents) = 9.35

Table 5-15

RESULTS OF TEST OF INDEPENDENCE OF RESPONSES OF STUDENTS TO SIX AREAS OF CHANGE

	Binomial "p"[a]	Chi-Square Value (Degrees of Freedom)	Statistically Significant?[b]
1. Going to school in an integrated environment	.43	19.04 (5)	Yes
2. Classwork in a multi-ethnic environment	.24	3.73 (4)	No
3. Making friends with students of a different race	.33	9.35 (5)	Yes
4. Activities with students of a different race	.19	1.25 (3)	No
5. Learning in an integrated environment	.21	3.97 (3)	No
6. Riding buses with students of a different race	.09	6.89 (3)	Yes

a. Binomial "p" refers to mentioning a positive change in the measure.
b. At 95 percent level.

The student and teacher responses for a school were not examined collectively due to the different way in which the change questions were asked. There was not a one-to-one relationship between the similar areas of change. Also, the students showed a lower incidence of positive change than the teachers. Hence, a degree of heterogeneity would have been introduced. The lack of consistency has no purposeful reason other than the fact that the student instrument was designed to be understood at a lower level of understanding than the teacher and other instruments.

Discussion of Measures

Only one measure that was comparable among teachers and students passed the test of independence in both cases. This was the measure regarding the making of student friends. Both teachers and students agreed with regard to this measure--a situation getting better was perceived collectively. This measure is important as it is suggestive of the transition from desegregation to integration. A desegregated school need not have students intermingling and associating with each other. Integration, on the other hand, infers an interaction between races. Thus, from the point of view of integration, it is of interest that this measure passed the test--both for teachers and students.

The other measures cover a broad range of school situations. For the teachers, attendance of black students, interracial teacher relationships, student groupings, and students working together in a multi-ethnic environment were the other four selected measures. Thus, both classroom and non-classroom situations are included.

For the students, the other two measures were the very general "going to school with students of a different race" and "riding buses with students of a different race." The inclusion of the busing measure is especially timely due to the current controversy regarding this practice.

It appears, then, that the measures which will serve as the key dependent variables of this evaluation cover a broad spectrum of school situations. The formation of interracial friendships is a measure derived from both teacher and student respondent groups. This measure is a key descriptor of integration as opposed to desegregation.

KEY EXPLANATORY FINDINGS

During the course of the analysis, there were two key findings which serve to explain many of the subsequent results. As this chapter is serving as a background to the analysis, these findings are described here. They are the negative relationship between expectations and the perception of positive change and the need to break the school sample into two segments based upon the degree of shift in the racial mix in the school.

The Role of Expectations

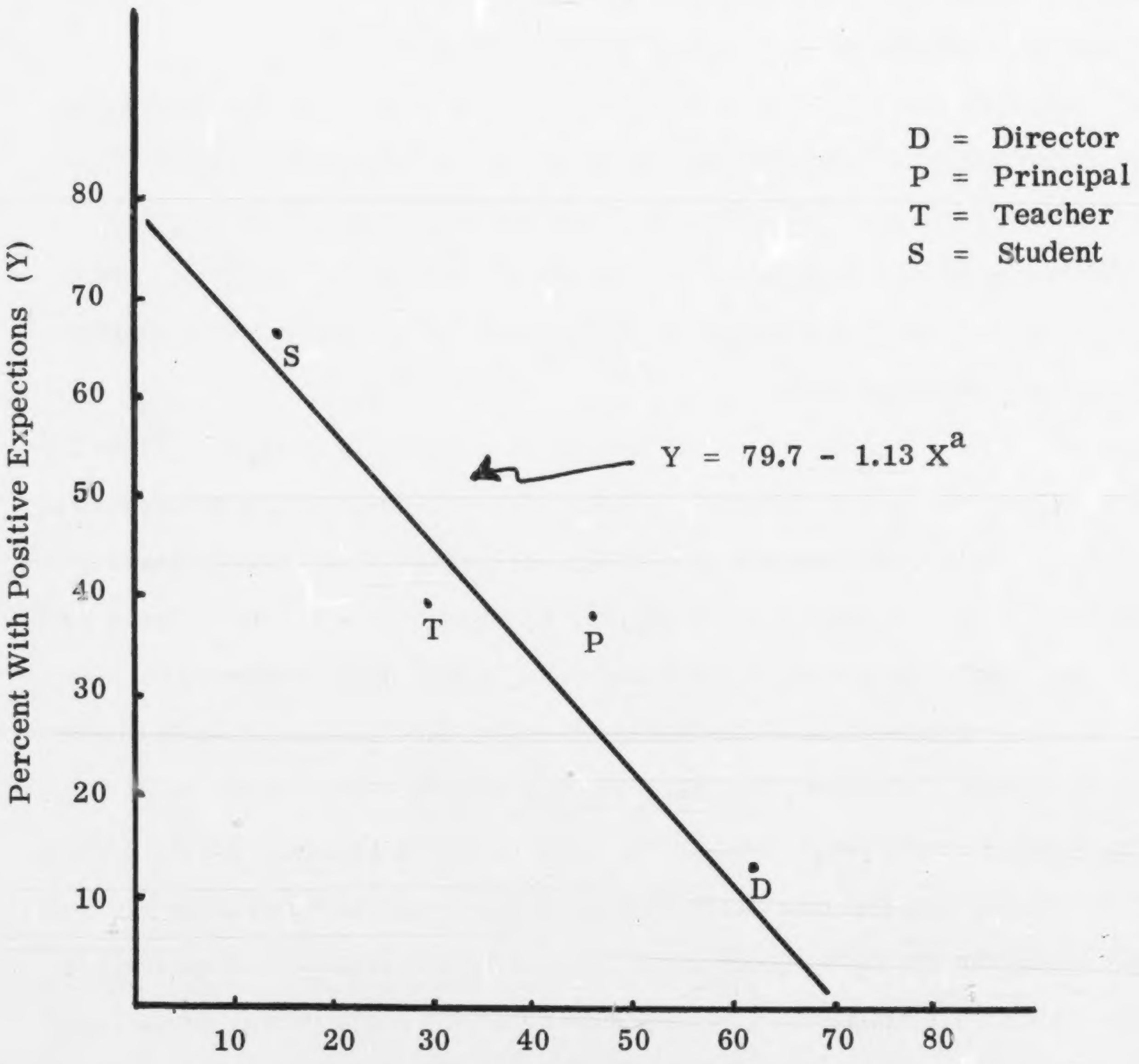
The opening set of questions in the director, principal, and teacher instruments was designed to obtain the respondents' expectations with regard to solving the problems attendent with desegregation. A composite value for the responses to those questions was created to place the respondent in a positive, neutral, or negative category with regard to his outlook. It turns out that this aggregated value offers an explanation for many of the findings shown in Chapters 6 and 7.

The responses to the retrospective expectation questions were scaled on the basis of +2 for a "very easy" answer, +1 for an "easy" answer, -1 for "difficult," and -2 for a "very difficult" response. These values were summed for all the expectation questions asked of the respondent. These values were hand-tabulated to obtain a feel for the distribution of aggregated responses. It was found that breakpoints at +2 and -2 divided the observations into three approximately equal-sized groups. Thus, those respondents with positive expectations were defined as those with an aggregated value of +3 or higher; those with a negative outlook had a summed value of -3 or lower. In between is the neutral category.

A very strong negative relationship between expectations and positive change according to position was found for black respondents. This is shown in Figure 5-2. The observed values indicate a very clear pattern. The lower the position, the higher the expectations and the less the incidence of perceived positive change. The student's value is not directly comparable as the questions were asked in a different format; however, the breakdown into those with positive expectations and their subsequent mention of positive change is the same type of calculation, and hence makes this result comparable.

In addition, a significant negative relationship was found between the expectations and subsequent citing of positive change by the non-black respondents. The more positive their expectations, the less often that positive change was perceived. The relationship is more negative than that for the blacks, although the blacks answer more positively in all cases for the same percent with positive expectations. Weighted linear regressions were used to produce these values. Each respondent was given an equal weight. Thus, the students and teachers account for the majority of the sample. Even with weighting each respondent type equally, or weighting in accordance with the numbers of students and teachers in a school district, very nearly the same slope would have been obtained.

With regard to the Hawthorne and Rosenthal effects discussed earlier, if the Hawthorne effect existed, the director and principals values in Figure 5-2 would be expected to be offset right, as those respondents that knew that they were being studied would answer more positively. Thus, the negative relationship would be somewhat blunted as the line would tilt towards the horizontal. The Rosenthal effect would serve to raise the negative slope relationship vertically upward from the horizontal axis as more positive perceived change would have been elicited by all respondents. The results shown in Figure 5-2 don't prove the existence or lack thereof of these effects. However, their impact on the relationship can be envisioned.



a. The slope of this line (-1.13) is significantly different from zero at the 95-percent confidence level.

Figure 5-2: RELATIONSHIP BETWEEN PERCENT OF BLACK RESPONDENTS WITH POSITIVE EXPECTATIONS AND THE PERCEPTION OF POSITIVE CHANGE BY POSITION

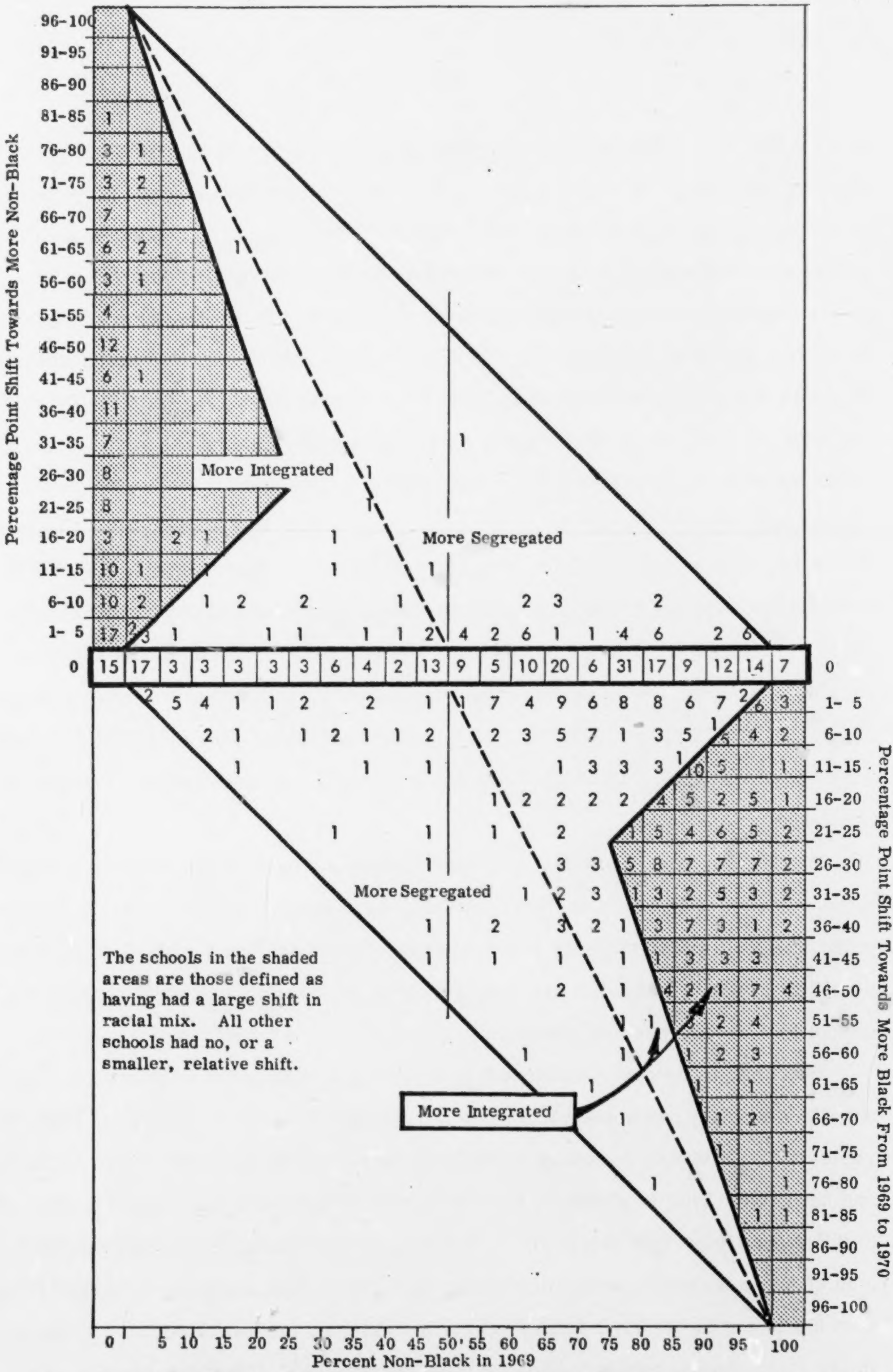
The Definition of the Degree of Shift in Racial Mix in the Schools

One variable of particular significance in this analysis is the degree of change or shift in the racial mix of the sampled schools between the 1969 and 1970 school years. While formulating the Phase I analysis plan, it was recognized that significant changes in racial mix within a school may affect the problems in that school and, therefore, this variable was of high interest to the study.

The only accurate way to measure the extent of shift was to use the percentage point change in the school's percent of non-black students from 1969 to 1970. The calculation was easy to make. The difficulty arose in determining how large or small the shift in racial mix must be to be considered significant. Since no conclusive information was found in the literature on the subject, a rule was formulated based upon our field investigations.

The rule is basically one of analytical convenience rather than rigor. Figure 5-3 is a graphical representation of the rule. On the horizontal axis is the 1969 percent non-black students and on the vertical axis is the percentage point change towards more non-black or towards more black students, whichever is applicable, from 1969 to 1970. The top half of the graph shows those schools that became more non-black, the bottom half those that became more black. Vertical and horizontal lines divide the area into two parts. Diagonally opposed are the schools that became more segregated and those that became more integrated. The numbers shown in the figure are the number of schools that fell into the indicated 1969 percent of non-blacks and percentage point change in the 1970 school year. The shaded triangular areas include those schools which were considered to have experienced a significantly large relative change of racial mix compared to those in the unshaded areas.

A careful study of Figure 5-3 is in order. While the triangular areas are somewhat arbitrarily drawn, the position of the lines can be justified on several grounds.



The schools in the shaded areas are those defined as having had a large shift in racial mix. All other schools had no, or a smaller, relative shift.

Figure 5-3: NUMBER OF SCHOOLS EXPERIENCING THE INDICATED PERCENTAGE POINT CHANGES IN PERCENT OF NON-BLACK STUDENTS SINCE THE 1969 SCHOOL YEAR

First of all, the entire sample is divided into two groups of approximately equal size, 44 percent of the observations are in the large shift category, 56 percent in the little or no change areas. Secondly, the drawing of the triangles made little difference with regard to the predominantly black schools in 1969. As can be seen on the left-hand portion of Figure 5-3, large changes in the shape of the upper left triangle would have included only a few more or a few less schools than are shown. There is a striking finding with regard to the change experienced in the previously 100 percent black schools. Almost all of the change was seen to have occurred in those schools which were totally black in 1969. This finding cannot be underestimated.

With regard to the opposite corner of Figure 5-3, the predominantly white schools in 1969, the triangular area enclosed an area of a large incidence of actual racial mix change. If one were to view this portion of Figure 5-3 as a three-dimensional figure, with the numbers of schools indicating the height or contours, then a "raised" area of high frequency occurrences, as enclosed by the triangular area, would appear. The high incidence of 5, 6, 7, or 8 schools in this area cannot be ignored.

In addition, it was felt that a distinction needed to be made between a relative percentage point change and the magnitude of the change. Thus, a five percentage point change in black students in a school that was 98 percent non-black is a more significant change in racial mix than the same five percentage point change in a school that was 45 percent non-black.

The lines of demarcation shown in Figure 5-3 thus serve to divide the Phase I sample into two groups clearly distinguishable by the relative degree of shift in racial mix. A strong tendency for schools to remain at about the same racial mix can be noted. This is shown by the clustering of schools along the horizontal line dividing the figure into two parts. Forty-three percent of the schools--fully 75 percent of those included in the little or no racial mix shift category--changed by less than 5 percent in the 1970 school year. In addition, another 5 percent of the schools in the little change category became more segregated. Thus, 80 percent of the schools in the little or no change category changed by less than 5 percentage points or became more segregated.

Three assumptions are implicit in the construction of Figure 5-3:

- A school that had 25 percent or more of either race in school population in 1969 is assumed to be fully integrated. A change in racial mix within these bounds is not significant.
- Symmetrical racial mixes are similar with respect to the implications of the impact of change in racial mix.
- A school that had less than 25 percent of either race in its school population in 1969 significantly changed its racial mix if it doubled that group's size.

The first of these assumptions was based on observations made in the schools where interviews were held. In most cases, the faculties seemed to feel that their school was totally integrated if they did not have less than 25 percent of either race.

The second assumption can be relaxed as symmetry need not be the case. For instance, many different triangles could be drawn in the heavily black school areas (the upper left-hand corner of Figure 5-3) without adding or subtracting more than a few schools. The important aspect of this assumption is the position of the triangle for the predominantly white schools. There is little analytic justification for altering its position. Symmetry, therefore, is not crucial to this analysis, although it was used in the data processing process for partitioning schools into either of the two groups.

The last assumption is a simplification of a more complex situation. It was thought that the shaded areas should probably be bounded by curves instead of straight lines. Thus, the triangles might bend toward the horizontal axis to include more of the smaller percentage racial mix change in the predominantly black or white schools racial mix shift category. Reasonable men could discuss this point endlessly. However, for the sake of simplicity, straight lines were used.

Thus, while this measure ideally should say something about the degree of integration change, it serves in this study only to divide our sample into two approximately equal sizes. It is of considerable import that the inscribing of the triangles enclosed significant clusters of observations. The samples schools showed a very strong tendency for the previously all black schools to become significantly desegregated and for the predominantly white schools to become more black, although not to the same extent.

SUMMARY

A wide variety of activities are being carried out with ESAP funding. The 1,136 activities included in the sample contained over 350 differently titled activities. The most common activities were the two teacher-related activities--teacher training and teacher aides. Based on the sample, 3,235 activities are estimated to have been funded by ESAP in 1970-1971. Our sample produced an estimate of $60.3 million for the program--very close to OE figures. It is estimated that an average LEA had 3.6 activities.

Certain activities were funded at higher levels than others; the two teacher activities, personal community activities, and the remedial programs were the largest. The average funding level of an activity was $19,000. More non-blacks were employed in connection with the ESAP activities--58 percent of all personnel. About two thirds of the personnel employed were full time. Eighty four percent of the activities were underway by January 1971. Ninety five percent of the projects had begun by this date. While no differences were found in activity selection according to LEA descriptors, school type and the degree of shift in racial mix affected activity selection. This descriptive effort has led to a more accurate and thorough breakdown of ESAP activities and serves to provide a more meaningful way in which to categorize activities.

With regard to the respondents, only 12 percent of the directors, 25 percent of the principals, 33 percent of the teachers, and 43 percent of the students were black. The directors generally had much experience in education and usually were either the district's superintendent or were in charge of the district's other federal programs. The principals were also quite experienced and for about one in five this was their first year as principal. The teachers had a wide range of educational experience, the blacks having had about two years more than the non-blacks, on the average. For the teachers teaching in the sampled schools for the first time, more of the black teachers had taught previously in an integrated environment. The ratio of black students in our sample is somewhat higher than the ratio of black

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students in the LEAs. Thus, the ESAP-funded schools seemed to have had a higher concentration of blacks.

The existence of much positive perceived change was strong. There was an unmistakable trend of perceived change in accordance with position and race. Directors saw more change than principals, who saw more than teachers. In general, black respondents also saw more change than non-black respondents. The incidence of change varied from about two-thirds of the respondents citing that the formation of interracial friendships had gotten better to a low of about 10 percent perceiving improvements in white student attendance. Changes for the worse were seldom mentioned; only in the case of white student attendance were there more perceptions of a change for the worse. In almost all cases the changes for the worse were under 5 percent.

When statistical tests were conducted on these results, little confounding or interaction was found. The positional differences dominated the racial differences, thereby establishing the use of position as the key independent variable of the analyses.

Five of the 12 areas of change were discovered to be measuring something other than individual respondent bias. There was a tendency for collective responses to be observed when the responses for all five teachers in a school were examined. These measures covered a wide range of school activities--attendance, working together in class, student groupings, students forming friends, and interracial teacher relations. For the students, three measures were found out of the six areas of change asked of them. One measure, the formation of friendships with students of a different race, was found to exist for both teachers and students. This measure is of interest because it tends to reflect the transition from desegregation towards integration.

Two key findings that seem to explain many of the subsequent results were also discussed. The first was the significant negative relationship between the retrospective expectations and the perception of positive change. The more negative a respondent, the more positive change he perceived. The relationship also had a strong positional bias which supports the differential perception of positive change noted by the position of the respondent. Blacks and non-blacks both show this behavior, with the blacks being somewhat more negative in outlook, but more positive in response than their non-black counterparts.

The other finding was associated with the need to partition our sample of schools into two categories of the degree of racial mix shift. The 1969 and 1970 racial mix values were plotted for all schools in the sample. Of particular interest were the number of previously all black schools that had been desegregated. Seventeen percent of all schools in the sample were all black in 1969. Almost all of these were desegregated by 1970. A rule was developed based on the plot of the school's relative racial mix shift. The rule has considerable analytic merit as viewed with regard to the Phase I sample. Some 75 percent of the little or no shift in racial mix schools had changed by less than five percentage points, another five percent becoming more segregated. In all, the rule divides the Phase I sample into 44 percent of the schools experiencing a relative large shift and 56 percent having experienced no or relative little shift.

6

RESULTS: OVERALL IMPACT OF ESAP

INTRODUCTION

This chapter presents the Phase I results with regard to the overall impact or effect of the 1970-1971 ESA Program. In order to fully understand these results, however, and the subsequent results shown in Chapter 7, the technique of analysis is thoroughly detailed to provide the reader with an understanding of the methodology that was utilized.

REVIEW OF ANALYSIS PLAN

There are two main ways in which ESAP can be associated with change. The first is to relate the incidence of perceived change to the presence or absence of an ESAP activity in the district or school. The second is to examine the incidence with which the respondents indicate specific ESAP activities as "causing" the perceived change.

In the former case, a differential impact between those schools with a specific activity and those schools without that activity is indicative either of actual impact of the activity or of some characterisitc of schools or districts that select that activity. If this kind of association is combined with the second type of association, i.e., the mention of the specific ESAP activity as causing the change, a stronger case can be made for program impact. However, the mention of specific ESAP activities as being associated with change may reflect to some degree the visibility of the ESAP activity and to some degree the extent to which it supplements a similar expenditure already being made. It is also possible that the activity is innovative for the particular school or is someone's pet project. Thus, both kinds of association must be carefully examined in order to assess the impact of ESAP. These associations with specific activities are covered in detail in Chapter 7.

In order to support the case that the ESAP activity was associated with the perceived change, one need not rely solely on the respondent's saying that ESAP was involved. The length of time that the project or activity was in operation should affect the perception of change if there has been any change, and the intensity of the activity, as measured by dollars per student, should also show some impact. If it can be shown that the null hypotheses--that there are no durational or intensity effects--cannot be accepted, this will provide additional support for the association.

In a similar vein, it must be determined if the various descriptors of an LEA--size, percent minority, urban/rural designation--play any role in activity selection or response rates. These other conditions affecting ESAP success including the degree of racial mix shift are discussed in Chapter 8.

CONCEPT OF DIFFERENTIAL PERCEPTION OF POSITIVE PERCEIVED CHANGE

As was described in Chapter 5, the incidence of perceived change for the worse was generally rare. Indeed, for the five measures, only one--black attendance--has an incidence of perceived change for the worse in excess of 3 percent. Thus positive change is being used for the following analyses although the role of the worse mention will not be ignored.

For purposes of comparison, the analysis needs to make use of the presence or absence of the particular activity in a school or district. While it is recognized that this situation is not the same as control and experimental conditions, since some ESAP activity is being undertaken in each location in our sample, we can compare the fraction of respondent's citing perceived change for the better in the school with a particular activity and those without the activity. If an ESAP activity does have an effect on the change measure, we would expect the respondents (since they have previously been shown to be answering collectively for these measures) to answer positively more often in the cases where the activity was present than in those areas which did not have the activity.

Figure 6-1 has been designed to explain how the values that go into these calculations arise and how the various aggregations of results were made. Basically, for each combination of a measure an activity, four data elements are needed:

- the total number of respondents in schools that have the activity,
- the number that answer positively,
- the total number of respondents in schools that don't have the activity, and
- the number of those respondents answering positively.

With these data the percent responding positively can be calculated for both situation.

In the upper left hand corner of Figure 6-1 is the combination of personal community activities (Activity 1) and the attendance of black students. There were 65 respondents in schools that had this activity with duration of at least two months. Six of these respondents said that they had perceived that black attendance had gotten better. Similarly, there were 998 respondents in the schools that had some other ESAP activity of two months duration. Of these, 228 said that they perceived an improvement in black attendance. The percentages for these two cases are 9.2 and 22.8 percent, respectively. In this case, the respondents in the schools with Activity 1 cite positive change 13.6 percentage points less often than do respondents in schools without this activity. This gives rise to a differential of -13.6.

Moving across the figure, when Activity 2 is examined, the values were 22.0 percent (29 out of 132) when the activity was present, and 23.2 percent (215 out of 929) for the cases where the activity was not there. Thus there is a differential of -1.2.

Activity 3, counseling, shows a pattern that goes the other way--33.3 percent of the respondents in the schools in which Activity 3 is present perceived positive change as opposed to only 21.4 in the other set of schools. Thus a differential of +11.9 is observed.

Measure		Activity 1		Activity 2		Activity 3		Activity 17		All Activities	
		There	Not There	There	Not There	There	Not There	There	Not There	There	Not There
Black Student Attendance	Positive Answers Total Responses	$\frac{6}{65}$ = .092	$\frac{228}{998}$ = .228	$\frac{29}{132}$ = .220	$\frac{215}{929}$ = .232	$\frac{20}{60}$ = .333	$\frac{234}{1,080}$ = .214	$\frac{5}{15}$ = .333	$\frac{249}{1,105}$ = .244	$\frac{431}{1,912}$ = .225	$\frac{3,675}{16,583}$ = .222
Interracial Classwork	Positive Answers Total Responses	$\frac{36}{65}$ = .555	$\frac{583}{993}$ = .587	$\frac{75}{130}$ = .577	$\frac{555}{923}$ = .601	$\frac{37}{60}$ = .617	$\frac{630}{1,071}$ = .588	10	651 = .594		
All Five Measures	Positive Answers Total Responses	$\frac{143}{320}$ = .447	$\frac{2,152}{4,927}$ = .437	$\frac{293}{554}$ = .448	$\frac{2,026}{4,583}$ = .443	$\frac{149}{297}$ = .501	$\frac{2,313}{5,322}$ == .438	$\frac{38}{75}$ = .507	$\frac{2,472}{5,438}$ = .455	$\frac{4,234}{9,446}$ = .448	$\frac{35,983}{81,752}$ = .440

Figure 6-1: EXAMPLE OF THE DIFFERENTIAL POSITIVE PERCEIVED CHANGE CALCULATIONS
Teachers, Activities of Two Months' Duration or Longer

For all combinations of the five measures and seventeen activities, these kinds of calculations are made. The incidence of perceived positive change is calculated when the activity is there and when it is not there. Then the differential change is calculated. If the respondents in the schools with the activity saw more change, the differential will be positive. If more change for the better was perceived in the absence of the activity, the differential will be negative.

In addition, these tables were produced for the four types of respondents, the director, principal, teacher, and student. As shown in Chapter 5, the measures are the same for the teachers and principals, the directors have only three of the five, and the students have three of their own. In addition, these tables were produced according to the degree of racial mix shift in the school, whenever this was relevant--all cases but the director. Thus several tables with either 51 (17x3) or 85 (17x5) differentials were produced.

To make sense out of these tables, significance tests were made on each pair of observations to determine if the size of the differential was statistically significant at the 95 percent confidence level. By this process, the important differentials, those indicating significant positive or negative associations with the presence of the activities could be singled out.

For the example shown in Figure 6-1, the combinations of activities 1 and 3 with the measure of black attendance proved to have significant differentials. Figure 6-2 shows these results with the statistically significant differentials denoted by an asterisk. In the succeeding tables used in this report, for clarity of presentation, only those differentials which were found to be significant are listed in the tables.

The Aggregation of Results

When so many statistical tests are conducted at the 95-percent level, some are found to lead to the wrong conclusion regarding the null hypothesis. Thus one need not be overly concerned with trying to explain each significant entry.

Measure	Activity 1	Activity 2	Activity 3	Activity 4	All Activities
Black Attendance	-14*	-1	+12*	+6	+0
Student Classwork	-3	-2	+3	+10*	+1
Teacher-Teacher	+5	+2	-6	+2	
					+0
All Five Measures	+1	0	+6*	+6*	+1

Figure 6-2: DIFFERENTIALS IN PERCEPTION OF POSITIVE CHANGE BETWEEN RESPONSES IN SCHOOLS WITH THE ACTIVITY AND IN THOSE WITHOUT IT
Teachers, Activities Over Two Months' Duration or Longer, Large Degree of Racial Mix Shift

* Denotes differential is significant at 95 percent level.

Of greater interest and meaning, is the pattern of the directions of the differentials as well as their size. Thus, if each of the five combinations of one activity with five measures indicates large positive, or negative associations, it is very unlikely that all of these findings could be of a Type I error, causing a situation where the null hypothesis should have been accepted as there was no significant association.

Consequently aggregation of the results can be useful as it will point out those activities which show a pattern in the direction of their effects. What is lost, of course, is the fact that certain activities may have positive effects on, say, black attendance and negative effects on the formation of interracial friendships. These effects would balance each other out in the aggregation process. (Appendix D has been included to show the association of each activity with each measure so these situations can be studied. They are described in Chapter 7 as well.)

The aggregation process for an activity is quite straightforward. The five instances of the number of respondents citing positive change in a measure are summed. Thus, in Figure 6-1, for Activity 1, the values of 6, 36, 26, (49 and 26 not shown) yield the total result of 143 positive responses. Summing the denominators yields a value of 320 total respondents for the five measures. The overall percent of respondents citing perceived positive change is 143/320 or 44.7 percent. The comparable value for those cases where the activity was not there is 2153/4927 or 43.7 percent. The aggregate differential is +1.0 percent, which did not test out to be significantly different from zero.

An alternative way to calculate the aggregate differentials and to perform the statistical test is to sum the differentials and compare this value to the pooled variances of the five observations. It turns out, however, that the five measures have almost identical sample sizes or weights, hence the two methods produce very similar results.

Each of the aggregated differentials were tested for significance. Again, in Figure 6-2, asterisks were placed alongside those values that were found to be statistically significant at the 95-percent level.

These aggregated values serve to point out the specific activities which are signi-ficnatly associated (in positive or in a negative direction) with a computed measure of change. There may have been a trend of being positive across each measure, yielding a positive aggregate, or there may have been enough positive association on one or a few of the measures for there to be a net overall positive effect in many instances. Those that prove to have a neutral effect, i.e., the differentials are not significantly different from zero, may have had an overall neutral impact or there may have been the cancelling out of two strongly opposed assocations.

RMC feels that there is no compelling reason to select one (or more) measures over the others and to aggregate, say, only four of the measures. As stated earlier, they cover a broad range of school situations and they are not closely connected with either classroom or non-classroom situations. Also they, by and large, cannot be uniquely linked to one type of ESAP activity. Certain activites, such as the two teacher-related activities, 7 and 8, can be linked to the interracial teacher relations measure. We cannot be sure, however, that another activity, such as facility improvement to remodel a teacher's lounge, did not also affect the percent of teachers answering positively, or negatively, to this change question. Consequently, the measures will be grouped as described, although the individual measure findings are shown in Appendix D.

Aggregation Across the Activities for Each Measure

The aggregation process can also be carried out across all activities for each measure. One would not expect to observe large differences due to the presence of the activities as this calculation reflects the same data viewed 17 times. However, the activities occur with different frequencies and if the more common ones tend to have positive or negative effects, then the aggregated values would reflect small differentials.

To calculate these values, the 17 numerators and denominators for the 17 activities shown in Figure 6-1 are summed horizontally for the cases of the activity being present and not being present. The right hand column shows the total results. As expected, the two values are close in all cases. Figure 6-2 shows the differentials. No significant differences were found.

In sum, this aggregation process shows that even with the different weights with which the several activities enter the calculation, there is no overall pattern that evidences itself with regard to one measure. The positive and negative associations with different activities tend to cancel out.

The Grand Aggregate

The aggregated values for the five measures or the seventeen activities can be combined to produce an overall weighted association for the individual respondent types. Should, for instance, there be several non-significant relationships on individual measures, if all of them are the same way, i.e., positive or negative, a significant aggregate could appear, even though small in magnitude. For the teachers, as shown in Figures 6-1 and 6-2, this did not occur. No activity or measure had an association strong or consistent enough to produce an aggregated differential of significance.

Aggregating Across Respondents

A final aggregation can be performed by aggregating any of the results across all respondents. Thus the teacher values for activity 1 can be combined with the student, principal, and director results to arrive at a concensus regarding the incidence of perceived change with the presence or absence of this activity. There are several ways in which this aggregation can be performed depending on the weighting process used. Three methods have been selected. The first is to consider each respondent to have had equal weight in terms of his response. In this case, the aggregation process is similar to that described above for aggregation across activities. Each respondent enters the calculation with his (or her) probability of perceiving positive change.

The weighting can be according to the population values, that is, to weight the student and teacher responses more heavily than they occurred in the sample and weight the director's response less. This cannot be done accurately as we don't know the sample to population ratios of each respondent type. However, the relative weights can easily be shown to be far more towards the students and teachers than the other way.

At the other extreme, the responses of each respondent type can be given equal weight. Thus the four observations would be combined with equal weight for each type. While this weighting is very difficult to support, if a consensus similar to that shown for the other weighting schemes can be shown, then the relationship observed can be shown to be relatively independent of weighting.

In this last type of aggregation, the statistical test is somewhat more complicated than the two-tailed t-test used on the other aggregations. The aggregated differential is compared to its variance, which is one sixteenth of the sum of the variance of the four respondent type aggregates. As each respondent type is weighted equally, the variances can be added and then divided by the square of the weighting factor.

For all of these combinations of respondents, the variances in the director and principal estimates were adjusted due to the fact that our sample was a relatively large proportion of the universe. Thus the variances were decreased by multiplying by 1 minus the sampling fraction.

Summary of Analytical Process and Comments on the Aggregations

The above procedure describes the calculations upon which the results in the latter part of this chapter and in Chapters 7 and 8 were based. The basic premise of the calculations is to simply look at all the opportunities that the respondents had to cite perceived positive change and the number of times that positive change was mentioned. The results fit into the binomial distribution, for which calculations of variances are easily made.

The concept of an activity being present or not being present in the school was introduced to show the meaning of the differentials that reflect the relative mentions of possible perceived change. A positive differential means that the respondents in the schools or districts with the specific activity cited more positive change than those in the schools or districts without the specific activity.

While the differentials for each activity-measure combination were calculated and tested statistically, the existence of the Type I and Type II statistical errors cannot be ignored when so many tests are made. Thus, rather than being concerned with explaining each significant difference, trends or patterns are sought. This leads to the aggregation of the five measures and to other aggregations. The basic premise of this procedure is that no one measure can be shown to warrant a weight different from the others. Also to reduce the effects of the Type I and Type II errors, several significant findings for one activity, which still prove significant across all measures, were sought. Several insignificant findings, all the same way (i. e., proven positive or negative), when viewed in an aggregated fashion, might show a significant trend. Thus aggregation under these conditions is useful analytically.

On the other hand, the aggregation process may obscure significant positive and negative findings for one activity or measure; they tend to cancel out. Thus something is also lost in the aggregation process.

All in all, however, the process is considered useful as the trend effect is believed to tell more about the associations than what is lost in the aggregation process.

Several aggregations were discussed along with the meanings of the values. These values are the basis upon which the succeeding analysis stands. In all the aggregation calculations, all observed values were included, not only those that proved significant.

SPECIFIC MENTIONS OF ESAP ACTIVITIES

The other way by which the impact of ESAP can be assessed is to look at the relative instance of the specific mentions of ESAP activities by the respondents as being the cause of the perceived change.

After each change question that was asked of the respondent, the respondent was asked the reason for this change. Probing continued until the respondent said that there was no other reason for the perceived change.

During this process specific mentions of ESAP or ESAP-like activities were recorded along with the other answers. Using these data, it is possible to compare the relative frequencies of mention of ESAP activities when the activity was there as opposed to when it was not there under ESAP funding. Thus whenever counseling was mentioned, common code item 3, the interviewer recorded a 3. Comparison with the director's question 10 was made to determine if the school had an implemented counseling activity. If so, this mention would be listed under the activity of that category.

Since the number of schools in which respondents cited positive change and in which the activity was there is known, the relative frequency, or probability of mentioning an ESAP item, can be easily calculated. The same calculation can be made for the schools in which the activity was not present and the relative frequencies compared. If ESAP had an effect, one would expect a higher frequency of responses when the activity was present than when it was not.

It is possible that this type of analysis suffers from a Hawthorne-type effect, i.e., the respondents mention ESAP activities because they know we are there investigating ESAP. RMC does not believe this effect is significant for two reasons. First, our field experience convinced us that except for directors, most respondents did not know much about ESAP or its specific activities and consequently, would usually not be biased in this way. Secondly, this effect would be expected to occur across the board, since even when a particular activity is not present in a school, some other one is. In other words, if respondents were citing ESAP more often than they should have because they knew why we were there, these responses would enter the data base in two ways--the activity present category when the activity was present, and the not present category for the activities not present. Thus both categories would be inflated. A differential strong enough to prove significant under these conditions most likely has an association with the respondents' perception of the cause of perceived positive change.

OVERALL IMPACT OF ESAP

In the absence of a control group, there were only two ways to assess overall impact. The first was to see if there was enough differential impact from certain activities that, due to the different occurrences of the activities, would show overall impact. The second way was to examine the relative frequencies with which the ESAP activities were directly mentioned by respondents as causes for improvement.

Overall Impact Using Associations With Positive Change

Table 6-1 shows the overall results based upon the presence or absence of the activities in the Phase I sampled districts. The aggregation was conducted in accordance with the technique shown in Figure 6-1.

Table 6-1

EFFECT OF PRESENCE OF AN ESAP ACTIVITY IN A SCHOOL/DISTRICT ON THE PERCENT OF RESPONDENTS INDICATING POSITIVE PERCEIVED CHANGE[a]

Respondent	Activity Present	Activity Not Present	Differential
Director	56.0	52.6	+3.4[b]
Principal	54.9	53.5	+1.5[b]
Teacher	39.8	39.4	+0.4
Student	30.9	30.9	+0.0

a. These percentage changes do not match those shown in Table 5-8 since only the measures that hold up statistically are included (five for teachers and principals, three for students and project directors).

b. Differentials are statistically significant at 95-percent level.

The responses are the incidence of positive change aggregated for the five or three measures as stated by the project director, principals, teachers, and students. With the large sample sizes produced by the aggregation process, even the small absolute differences shown tested to be statistically significant for the directors and principals. The differences may well be of little or no practical significance, however.

It is interesting that the closer one gets to the inner workings of the school itself, going from directors to students, the less the differential perception of positive change (as well as lower absolute values of perceived change).

The differences due to position remain clear, however. Even though the principals and directors appear closer together in Table 6-1 than as shown earlier in Table 5-8, the directors were not asked the two change questions that evidenced the highest degree of positive change--student friends, and interracial classwork. If Table 6-1 were recalculated to show the principal and teacher responses for only the same three measures for which director information was available, the comparable values would have been:

	Activity There	Activity Not There
Director	56.0	52.6
Principal	42.1	41.5
Teacher	28.0	27.6

In the aggregate the, there is a small apparent impact of the overall ESAP program as evidenced by differences in positive change noted when specific ESAP activities were present and when they were not present in a school or district. The difference is apparent in directors' responses, next in principals', and is not evidenced by teacher or student responses.

If an overall measure from all respondents is desired, the question of weighting must be faced. The results of Table 6-1, when each respondent is weighted equally, show a +1.3 percentage point differential, which tests out to be significant. Again, it is small and it reflects the heavier weighting of the directors and principals.

When one weights the results in accordance with the population, no difference is seen since the teachers and students dominate the weighting. Based on Table 6-1, even with the most extreme weighting conditions, this analytical technique indicates there is little overall impact of ESAP.

Several factors may have contributed to the small observed difference. First, the analytical technique is such that the impact of an ESAP activity, if any, is damped because its strong impact appears in both sides of the activity present and not present calculation depending on the particular activity being examined. Even for the not there category, some ESAP activity is present in these schools. It is possible that the different frequency of occurrence of the 17 activities could be the primary cause of results such as those shown in Table 6-1. For the directors and principals, the more commonly appearing activities could be evidencing stronger positive associations as the weighting process results in a positive differential.

Second, ESAP is, after all, a relatively small portion of a district's budget, amounting to only 1 or 2 percent of the district's total funds. Thus we should not expect great impact when the overall situation is examined.

Third, there is the obvious possibility that ESAP has resulted in no overall impact.

In any case, it is necessary and useful to seek additional evidence by analyzing the available data from other points of view.

Overall Impact Using the Specific Mentions of ESAP Activities

The incidence of a respondent attributing positive change to an ESAP activity was very low for most respondents. This is not unusual as the ESAP funds are generally less than 2 percent of a district's budget. In addition, we purposely did not urge or guide the respondent into providing an ESAP answer. Table 6-2 shows these results. Even though the observed frequencies are low, examination of the data on a relative basis provides findings that can be compared to findings from other approaches.

The mention of an ESAP-like activity when it was not there means that the respondent cited teacher aides or some other common code item but, according to the director, ESAP had not funded such an activity in that school. The total number of mentions for the three types of respondents are also listed in Table 6-2. The data from the student instruments was so sparse that analyses could not be undertaken.

The total mentions were partitioned according to the presence or absence of the activity and the results aggregated across all activities. For the teachers and principals, the approximate breakdown of the number of mentions was 3 to 1 for when the activity was not present and when it was. Thus 415 of the 564 mentions of ESAP-like activities, i.e., common code items 1 through 17, were made when the particular activity mentioned was not present in the school. In only 149 cases were the specific activities present in the school mentioned.

However, there are many more cases where the activities are not present than where they are. Hence the relative frequency of mention is of prime interest. These are the values shown in Table 6-2. Thus, again for teachers, there were 15,001 opportunities for them to mention an ESAP activity as being associated with change; this leads to the value of .010 (149/15001). Similarly, there were 120,955 opportunities for mentioning an ESAP-like activity when the activity was not present, leading to the value of .003 (415/120955).

For the directors, the ratio of the number of mentions was about 50-50 for when the activity was there and when it was not there.

Table 6-2

PROBABILITY OF THE MENTION OF A COMMON CODE ACTIVITY
AS A FUNCTION OF THE PRESENCE OF AN ESAP-FUNDED ACTIVITY

Respondent	There	Not There	Total Mentions
Director	.049	.014	232
Principal	.032	.010	502
Teacher	.010	.003	564

Note also that the differences due to position follow the same pattern shown in Table 5-8; the directors cite ESAP more than the principals who cite it more than teachers.

All in all, from the over 9,000 interview instruments returned, only 388 incidences of associating an ESAP activity were observed. Although this low value strongly reflects the Phase I objective of not trying to obtain or urge the respondent to provide the "right" (i.e., ESAP-related) answers, it also indicated that ESAP has little significant impact. Of the 388 mentioned, 100 were from directors, 139 from principals, and 149 from the teachers. Data analysis did not allow us to break these numbers down to obtain the distribution of the number of responses per respondent. Thus, we do not know if 100 directors cited an activity once or if only 20 or 30 cited several activities.

The frequency of mentions were quite sensitive to the type of activity. Some, like portable classrooms, were never mentioned by any respondent. Others such as the remedial activities were cited by as high as 11 percent of the directors when the activity was present. Thus these overall results reflect to a large degree the relative visibilities of the activities. Chapter 7 discusses the mentions by the seventeen ESAP activity codes in greater detail.

Also the mentions were subject to the description of the activity as provided by the project director. During the coding process, the coders read the descriptions so they would know if something like an "after hours recreation program" was indeed the student-student activity described by the director. The coders, then, had to be familiar with the LEA's activities during the coding process. The instruments were coded together as a unit, the director, principal, and teacher being coded simultaneously by a coder.

The lack of logical direct effect in many cases is another reason why every activity should not be expected to be mentioned as associated with perceived change, thus contributing to the low absolute value of mentions. For example, one would hardly expect materials to be associated with interracial teacher relations or black attendance. It is difficult, however, to rule out certain possibilities and hence inflate the values shown in

Table 6-2. In any case, the number of different respondents citing ESAP as a reason cannot exceed 388, which is only about 7 percent of all directors, principals, and teachers.

The pattern, of course, cannot be ignored.

SUMMARY

There seems to be little demonstrable overall ESAP impact. The technique of looking at the aggregated mentions of positive perceived change associated with the presence or absence of activities does produce a small positive indication. The technique of examining the mentions of the specific activities also produces similar results--small positive indications of impact.

These aggregations, although they examine overall trends, tend to mask the impact of particular activities. During the aggregation process it became clear that certain activities did have consistent positive and negative effects and Chapter 7 examines these findings. It is quite possible that a different mix of activities may have produced different overall results.

7

RESULTS--ASSOCIATION OF PERCEIVED POSITIVE CHANGE WITH THE PRESENCE OF SPECIFIC ESAP ACTIVITIES

INTRODUCTION

The preceding chapter showed that little significant overall impact of ESAP was found. The impact, if any, was positive but small. Other activity-specific differences were found, however. They seem to indicate that the presence of certain ESAP activities has significant differential effects on the perception of positive change in the five measures. Because the overall analyses tend to mask or cancel out these findings, this chapter presents these results separately. The responses to the set of attitude questions are also analyzed, as are the findings relative to the non-activity items.

ASSOCIATION OF SPECIFIC ACTIVITIES WITH PERCEIVED CHANGE

There are two ways in which these associations can be examined. The first is relative to the presence or absence of the activity in a school district. The other is the direct mention of specific ESAP activities.

Association With Presence of Activity in School or District

The procedure for calculating the differential impact between schools where a specific activity is present and where the same activity is not present has been described in detail in the preceding chapter. Aggregation procedures were also discussed. These procedures were followed here, and the differential impact values for each activity, aggregated across the five measures, were calculated for the four types of respondents. Tests of statistical significance were performed and the results shown in Table 7-1 with only the significant findings entered into the table for ease of reading.[1] Several items are of interest in this table. One should note that there are 20 statistically significant results. When conducting 68 tests at the 95-percent level, only 4 or 5 significant results would have been observed if there had been no activity-specific impact. Of the significant results, 13 are in a positive direction and 7 in a negative direction. While the ratio of 13 to 7 is not statistically significant, these findings tend to support the slightly positive overall impact of ESAP.

There are several patterns which evidence themselves in Table 7-1. First of all, the student results were not indicative of much significant change. The teachers, on the other hand, showed significant association with almost half the activities. The students also tended to cite the least positive change overall as was shown in the negative expectation-position perceived change relationship in Chapter 5. The two significant findings for the students were associated with teacher training and busing and both were negative, indicating that where these activities were present, a smaller proportion of students perceived change than when these activities were not present.

With regard to the individual activities, there were several trands. The counseling groups (3 and 4) were associated positively by several respondent types. The teacher preparation groups (7 and 8) were negatively associated with positive change by both teachers and students. The remedial groups (11 and 12) were both positively associated with positive teacher response. For the other activity groups, there was either one positive or one negative association found, or both a positive and a negative association. Activities 2, 5, 13, and 17 had no significant associations either way.

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[1] Appendix D contains the basic tables from which this table was prepared.

Table 7-1

STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN THE PERCENT OF RESPONDENTS CITING POSITIVE CHANGE IN SCHOOLS/DISTRICTS WITH THE SPECIFIED ESAP ACTIVITY AND IN THOSE SCHOOLS/DISTRICTS WITHOUT THE ACTIVITY

Each Activity Had Been in Operation For At Least Two Months

Activity	Respondent			
	Student	Teacher	Principal	Director
1. Personal Community				+10
2. Non-Personal Community				
3. Counselors		+6		+13
4. Counselor Support		+5	+ 7	+13
5. Multi-Ethnic Classes and Materials				
6. Non-Ethnic Classes and Materials				+ 8
7. Teacher Training	-12	-4		
8. Teacher Aides		-2		
9. Student Activities		+4		
10. Busing	- 9		+10	
11. Remedial Personnel		+4	- 8	
12. Remedial Programs		+4		
13. Comprehensive Planning				
14. Administrative Personnel				+12
15. Materials		+6		-10
16. Facilities Improvement			- 9	
17. Others				

There seemed, therefore, to be some differential impact according to activity type. The number of significant findings were more than one would expect if there were no differential effect at all. Moreover, there was some consistency of findings among the respondent types.

As was mentioned earlier, the interest was more in the trend than in the explanation of individual statistically significant findings. Thus, the results of Table 7-1 should be aggregated in some fashion to form a consensus. The original respondent data was combined and then consensus values were tested statistically. In this way, trends and patterns have been allowed maximum opportunity to appear. Further, one activity category could not be judged better or worse than another based only on one significant association with one respondent type.

There are several ways in which this consensus could have been prepared. One was was to weight the respondents in accordance to their presence in the school system. In this case, the student results would dominate. Another possibility was to weight the results according to the sample populations. In this case, the students and teachers dominate, but the responses of principals and directors would have some weight. At the other extreme, each respondent type could be weighted equally. Thus, all directors equal all students.

There are strong arguments against the first weighting scheme. The main one is that, if the students' responses were all that were sought, the research design would not have included the other respondents. More students would have been interviewed to reduce variable error. In addition, the precise ratio of students to teachers was not known.

The ratio is large enough, however, that the combined results would not differ significantly from those shown in the student column in Table 7-1. It is of parenthetical interest that, for all the activities but 9, 10, and 11, the direction of the association for the students was the same as that of the teacher. Thus, depending on the relative weights of the two groups, the results of this type of consensus would tend to look more like that pattern observed for the teachers in Table 7-1.

Since the other two types of weighting could be supported by the research design and logical arguments, consensus values for the 17 activities were calculated using the two methods. The results are shown in Table 7-2. The values for all of the observations are included with the differentials that are statistically significant at the 95-percent level denoted by an "a." All values were included to show that the two different weighting schemes produce largely similar results in terms of the direction, and to some extent the magnitude, of the associations. Only activity 11, remedial personnel, showed an association of a different direction based on the two weightings. The base level from which the differentials arise is also shown.

For all but four of the activities, the significant findings, or lack thereof, were independent of the weighting scheme. Thus, for activities 3, 4, and 12, the aggregated associations were significantly positive under both conditions. For all other activities except for 6, 7, 9, and 15, the results tended to be not significant. Activity 6 is significant only under the equal weighting scheme while the others are significant only when weighted according to the sample.

RMC leans toward the consensus that reflects the sampling proportions rather than the equal weighting scheme. The rationale is that the closer the respondent is to the school environment, the more relative weight his response should have. This argument is supported in the following section in that it tends to neutralize the existence of a Hawthorne effect in addition to being more representative of the results obtained from those persons most directly involved in the schools.

The activities fell into three groups -- those which were better, neutral, or worse, relative to the direction of their association with perceived positive change. Activities 3, 4, and 12 clearly fell into the first group. Activity 7 was a candidate for the last group.

Association With Mention of Specific ESAP Activities

Before the final determination was made, however, the other source of ESAP impact was examined. This was the relative frequencies with which the ESAP activities were mentioned as reasons for positive change, depending upon the presence or absence of the activity. Table 7-3 shows the results of the differential

Table 7-2

CONSENSUS WITH REGARD TO THE ASSOCIATIONS OF ESAP ACTIVITIES WITH POSITIVE PERCEIVED CHANGE

Activity	Percentage Point Differential	
	Weighting By Sample	Weighting Equally
1. Personal Community	0	+0
2. Non-Personal Community	-1	-3
3. Counselors	+6[a]	+8[a]
4. Counselor Support	+6[a]	+7[a]
5. Ethnic Classes and Materials	+2	+2
6. Non-Ethnic Classes and Materials	+0	+2[a]
7. Teacher Training	-3[a]	-2
8. Teacher Aides	-1	-1
9. Student Activities	+3[a]	+2
10. Busing	+2	+1
11. Remedial Personnel	+2	-3
12. Remedial Programs	+5[a]	+4[a]
13. Comprehensive Planning	-7	-8
14. Administrative Personnel	+0	+0
15. Materials	+4[a]	+1
16. Facilities Improvement	-1	-3
17. Other	+4	+8
Base Level[b]	41	41

[a] Significant at 95 percent level.

[b] This is the base level from which the above differential values vary.

Table 7-3

STATISTICALLY SIGNIFICANT PERCENTAGE POINT DIFFERENTIAL MENTIONS OF AN ESAP-LIKE ACTIVITY IN SCHOOLS OR DISTRICTS WHERE IT WAS FUNDED BY ESAP AND IN THOSE WHERE IT WAS NOT FUNDED BY ESAP

Activity	Respondent Type		
	Teacher	Principal	Director
1. Personal Community	+2	+4	
2. Non-Personal Community	+0	+2	+3
3. Counselors		+8	+5
4. Counselor Support	+0	+5	+6
5. Multi-Ethnic Classes and Materials			
6. Non-Ethnic Classes and Materials	+1	+2	+5
7. Teacher Training		+3	+6
8. Teacher Aides	+5		+3
9. Student Activities	+1	+3	+5
10. Busing		+3	+4
11. Remedial Personnel	+1	+6	+4
12. Remedial Programs	+2	+4	
13. Comprehensive Planning			
14. Administrative Personnel			
15. Materials			
16. Facilities Improvement			
17. Others	+2	+6	
Base	+.3	+1.0	+1.4

mentions by type of respondent for the 17 activities, aggregated across the five measures. If the ESAP-like activity was mentioned more often when the activity was funded by ESAP in the school or district than when it was not funded by ESAP, the differential was positive. The sample sizes for these results were quite large and the probabilities quite low, hence, the relatively small differentials test significantly.

In all cases where a significant differential was found it was positive. ESAP-like activities, e.g., remedial programs, were mentioned more often when they were present and funded by ESAP than in the absence of ESAP funding. However, it was not established whether or not a similar activity was underway in these latter schools. According to the responses to this question, when asked of the director, there were very few times when similar activities were undertaken with other funding. While this trend is clear, the possible existence of the Hawthorne effect cannot be ignored. Thus, one should not be overly concerned with the direction of the differences, but again, with the pattern of responses. The counseling, community, student-student, and remedial activity groups showed general agreement across all respondents. Activity 6 also showed across-the-board agreement, although its counterpart, the ethnic classes and materials activity (5), showed a total lack of differential mention. Busing and teacher training were cited more often by the principals and directors. Immediately apparent was the almost entire lack of differential mentions for the other activity groups (activities 13 through 17). Indeed, most of these cases had no mentions for either condition of ESAP funding. Only the other category itself (17), had significant differentials.

These results were also aggregated to produce a consensus. In this case, however, there is perhaps more justification for weighting the results by the sample proportions as opposed to counting each respondent type equally. If, indeed, the Hawthorne effect was present, the directors and principals would be citing the ESAP activities much more often due to their greater familiarity and involvement with the project. Thus, the equal weighting would produce values which are perhaps more reflective of knowledge of the project. Weighting by the proportion of respondents in the sample tends to neutralize the Hawthorne effect as the teachers were less aware of specific ESAP activities[1] and hence did not know what answers were sought.

The impact of the Hawthorne effect is more apparent in Table 7-3 than in Table 7-1. When the respondent was asked about perceived change (the raw data for Table 7-1), there was no obvious reason for him to answer with specific ESAP activities in mind. However, when asked to name the cause of perceived change, he could think of the specific ESAP activities and mention them.

Consequently, the results of Table 7-1 were considered to be of somewhat more weight than those of Table 7-3. Also, the better weighting scheme was felt to be that which arises from weighting each respondent in accordance to his proportion in the sample. Clearly, project directors and principals should be heard from, hence the reason not to weight in proportion to the population. But they should not be given excessive weight as there are both relatively few of them and they are removed to a certain extent from the school's everyday workings. This rationale was used to develop the categories of the better, worse, and neutral activities in the next section.

CONCLUSIONS--COMBINED RESULTS OF ASSOCIATION AND DIRECT MENTION APPROACHES

Table 7-4 shows the consensus figures for the presence and absence of ESAP activities (from Table 7-2) and the differential mentions, based on the results of weighting the responses of Table 7-3 in accordance with their existence in the sample.

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[1] See Chapter 9.

Table 7-4

STATISTICALLY SIGNIFICANT DIFFERENTIAL ASSOCIATIONS OF POSITIVE PERCEIVED CHANGE AND THE MENTION OF SPECIFIC ESAP-LIKE ACTIVITIES WITH THE PRESENCE OR ABSENCE OF THE ACTIVITY, FUNDED BY ESAP IN THE SCHOOL OR DISTRICT (CONSENSUS)

Activity	Percentage Point Differentials		Number of Mentions (Negative Change)
	Positive Change Association	Mentions of Activity (Positive Change)	
1. Personal Community		+2	7
2. Non-Personal Community		+1	3
3. Counselors	+6	+2	
4. Counselor Support	+6	+2	1
5. Ethnic Classes and Materials			
6. Non-Ethnic Classes and Materials		+1	7
7. Teacher Training	-3		4
8. Teacher Aides		+1	5
9. Student Activities	+3	+2	2
10. Busing		+1	1
11. Remedial Personnel		+2	1
12. Remedial Programs	+5	+3	
13. Comprehensive Planning			
14. Administrative Personnel			
15. Materials	+4		
16. Facilities Improvement			
17. Others			
BASE	41	0.5	TOTAL = 31

Also included are the number of mentions of specific ESAP activities with negative change. This incidence was quite low, but the results should be given consideration for the following reasons. The incidence of positive perceived change for the measures was 41 percent--the comparable value for the incidence of negative perceived change was 3 percent. There were 388 mentions of ESAP activities as causing positive change and 31 mentions of causing negative change. Thus, specific ESAP activities were mentioned as often whether perceived change was positive or negative.

Examination of the relative frequencies of mentions as associated with changes for the worse shows that activities 1, 2, 6, 7, and 8 accounted for 26 or 84 percent of the mentions. This is far out of proportion to their combined 44 percent occurrence in the sample. Thus, the negative mentions are certainly indicative of the feelings toward the impact of specific ESAP activities.

Selecting the activities that show positive differential impact due to presence of activity supported by positive differential mentions, the following activities were placed into the better category:

- 3. Counseling,
- 4. Counseling Support,
- 9. Student-Student, and
- 12. Remedial Programs.

Teacher training (7) was placed in the worst category. The rest of the activities were considered to have had a neutral impact on association.

The basis for the four better activities is easily understood as they received positive associations on both counts. In addition, only 10 percent of the negative mentions were associated with this group, as compared with their comprising about 23 percent of the sampled activities. When the number of positive mentions are examined, these four activities account for 39 percent of all mentions.

Teacher training was classified in the worse category due to its strong negative association with both teachers and students and its proportionately high mention of being associated with worsening conditions. In addition, this activity did not show the positive differential mentions that almost every activity (except those in the other group) showed. These three factors, combined, suggest a negative impact.

For the other activities that had tested positively for specific mentions, most also had a high incidence of negative mentions. Thus, there is a canceling effect. In addition, they showed no significant association with the presence of the activity. Good examples of this are activities 1, 2, and 6. Activities 10 and 11 are less obvious examples of the canceling out, but there was no compelling reasons to categorize them as either better or worse. In addition, for both activities there was a difference in association between the teachers and students. Hence, there was this canceling influence also. Activity 15 was placed in the neutral category even though it received a positive association with the presence of the activity. This is because of the near total lack of mentions, either with positive or negative change. The teachers and students agreed on the positive association, however.

The categories of better, neutral, and worse will be utilized in Chapter 8 when the other conditions of success are examined.

While this categorization is somewhat subjective, the selection was based on several analytic concepts, not only on the results of one particular technique or weighting scheme. The responses of the teachers were given the most weight, although not with a total disregard of the project director and principal responses.

AN EXAMINATION OF THE RESPONSES TO THE ATTITUDE QUESTIONS FOR THE ACTIVITIES

To provide additional insight into the meaning of the findings that certain activities fared better than others, the set of attitude questions asked of each respondent in a school or district with an ongoing activity was analyzed. These questions are found in the activity-specific modules in the director, principal, and teacher instruments. Only six major activity groups were covered by this questioning--not all the possible activity categories. The applicable attitude questions were asked of a respondent if the school had the activity, whether or not the respondent was aware of the activity. The analyses looked at the answers by race and position of the respondent. The analyses grouped the extremely true and very true responses together; these are termed answering positively. When a question was worded negatively, the somewhat true and not at all true responses were lumped to form the positive responses. In the phrasing of the attitudes and opinions discussed below, the wording of the statements is given as close as possible to that actually asked during the interviews. Consequently, there are references to blacks and whites in this section of the report as opposed to blacks and non-blacks used elsewhere, as well as some awkwardly phrased sentences--the result of our trying to preserve the exact positive or negative nature of the questions asked.

Community Activities

Both of the activities in this group fell into the neutral category. They had little apparent association with positive change. They were mentioned more frequently as being a cause of negative change by respondents than expected.

There was an overall strong positional bias with regard to the attitude questions regarding these activities. Directors answered much more positively than the principals, who answered more positively than teachers. These findings correspond roughly to the associations, as only in the case of directors was there a positive differential. The black teachers and principals tended to answer more positively also. There were no significant patterns due to racial difference for any question, however. The same set of questions was asked when either activity 1 or 2 was present although the results were kept separate. The only differences due to activity type were that fewer teachers answered positively where an activity 2 was present.

With regard to the effect that the activities had on feelings in the classroom, the responses varied from 25 percent of the teachers answering positively to about 70 percent for the directors. The principals' value lies nearer the teachers--about 40 percent--with the blacks responding more positively. For the question regarding student performance, the same trend was evident although to a much lesser degree, as was the case for teacher performance improving due to this activity. The positive values lie between 20 and 40 percent for all respondents. Thus, with regard to the school environment, the community activities were not perceived to have caused any striking changes. The teachers, indeed, answered extremely or very true only about 25 percent of the time, there being no racial differences. The black principals see improvement much more often, however.

When asked if people were more nervous about the mixing of the races even with the activity, only 5 to 10 percent of directors and principals answered positively, as opposed to 28 percent of the teachers. Thus, the presence of the activity seemed to be easing the fears of people according to the directors and principals, but the teachers still sensed much concern. There were no racial biases with regard to this question.

The final question in this section concerned the activity's ability to interest parents in seeking more information about the school and desegregation in general. Sixty percent of the directors answered positively, 38 percent of the principals, and about 25 percent of the teachers. For this question, the black teachers responded positively much more often than non-black teachers.

All in all, these activities did not seem to cause great change in the classroom, in person's fears, or parental contacts according to the teachers. For all these areas there was a 25 to 30 percent positive answer rate. Principals and directors were much more optimistic, however, with regard to all these situations.

Counseling Activities

Both of these activities fell into the better category. They were consistently positively associated with positive change and specific mentions. Seven attitudes and opinions were asked of the respondent whenever either activity 3 or 4 was present in the school or district.

There was a tendency again for the director to answer more positively than principals, who in turn answered more positively than teachers. However, the difference was not as large as was shown earlier. By and large, well over half of the teachers gave positive answers, there being only one low instance, this being due to a racial difference. These far more positive answers support these activities' place in the better category.

When asked if the counselors were hired primarily to help black or white children solve the problems of desegregation, only about 10 percent of the respondents answered affirmatively with regard to white children, while about 25 percent answered similarly with regard to the blacks. The only racial difference found on this question was that white teachers thought much less often that the counselors were primarily hired to help white children. The majority of both blacks and whites agreed that the counselors were not primarily hired to help any particular race, but of those who said that they were, there was consistent agreement among both races that they were hired more often to help blacks.

When asked if the counselors were helping to motivate blacks and whites to perform better academically, there was no difference according to the student's race. Also, the positional differences were small, ranging from about 50 percent of the teachers to 65 percent of the directors. There were two contradicting racial effects, however. Fewer black teachers thought that the counselors were helping white students perform better although more of the black principals thought this way. There was no obvious reason for this disparity.

When asked if they thought that black and white students had not changed how they felt toward one another even though this was one of the counselor's goals, over 80 percent of all respondents said that the statement was not at all or only somewhat true.

When asked if the counselors were as much a help to teachers as to students, about 65 percent of all respondents answered positively. Thus, there was consistency of agreement in this area.

Finally, when confronted with the statement that the counselors were not concerned with social problems, only 15 percent of the teachers, 7 percent of the principals, and none of the directors answered extremely or very true.

These activities seemed to be accredited with much positive impact. This impact was perceived by both races about equally. The area of smallest impact was that of motivating students academically. However, even here, the positive responses exceeded 50 percent even among teachers. These activities appeared to belong in the better category.

Curriculum Revision

Both of the activities in this category were neutral, but for different reasons. Ethnic classes and materials (5) never appeared in any of the associations tested. It seemed to truly have an overall neutral impact. Activity 6, however, was cited often both with regard to positive and negative perceived change. Directors were the only respondent type for which a significant association was found, and this was positive. Six questions each were asked of those respondents in the districts and schools having either of the two activities for a total of 12 attitudes and opinions.

Again, the positional effect was noted, with the directors being the most positive of all. The incidences of positive answers were quite low, averaging around 30 percent for the teachers, 40 percent for the principals, and 60 percent for the directors.

When asked if the white students felt better toward blacks due to the introduction of multi-cultural materials, only 24 percent of the teachers and 45 percent of the directors answered positively. A similar question, referring to blacks feeling more at ease since the introduction of these materials, showed a more positive set of answers, ranging from 45 percent for teachers to 67 percent for directors. The black teachers felt more positive, however, some 59 percent answering positively.

The other questions showed the same type of pattern, about one-third of the teachers, 40 percent of the principals, and about 60 percent of the directors answering positively. Thus, the impact of this activity was not particularly striking.

Regarding activity 6, the results are somewhat mixed. There was little, if any positional effect with regard to the principals and directors, and the difference between these two and the teachers was only about 10 percentage points. About 60 percent of the teachers responded positively.

When asked if teachers were eager to try new ways of presenting materials, all respondent types agreed to the extent of 65 percent responding positively. Black teachers were even more positive--78 percent saying that the statement was extremely or very true.

When asked if there had been a change in the way that teachers were teaching this year in the school district, 85 percent of the teachers and 95 percent of the principals and directors answered positively. Thus, there was both an eagerness to change and a large perceived change according to the respondents.

When asked if white and black students respond better to innovative or new ways of presenting material, both races tended to say that white students were more responsive. Black teachers, however, felt that white students were less responsive than the white teachers did--46 percent as opposed to 61 percent. Black directors also felt that black students responded better.

When asked if black and white teachers were still using tried and true methods, or if they were reluctant to change, the results showed no consistent pattern. White teachers said less often that they used tried and true techniques, while blacks said that they were not reluctant to change more often. Both principals and directors said more often that the black teachers were not reluctant to change than they said that the white teachers were not using tried and true methods. White principals, strangely enough, responded significantly more often that the white teachers were using the old methods. Thus, one can conclude that in the minds of their superiors not many black teachers are reluctant to change their teaching styles.

There seemed to be much racial bias in the answers to this set of questions, but there was little positional impact. The black teachers seemed to be more eager to change, and they were perceived to be not very reluctant to change. The white teachers, on the other hand, tended more to be using the tried and true ways. Respondents of both races say that white students responded better to new ways of teaching. The overall high level of positive responses argued well for this activity. There was no apparent reason for the relatively high incidence of mentions with negative change or the lack of significant association in the consensus.

Teacher Preparation Activities

These activities did not fare very well. Teacher training turned out to be the only activity judged to be in the worse category. The teacher aides and teacher support activity had a slightly negative overall association and was cited several times with worse change. It was, however, also cited most often by teachers as being associated with positive change when the activity was present in their schools. There were 18 attitude questions asked for these activities, 12 of which apply to the teacher training activity. These 12 were broken down by attitudinal and basic skills.

With regard to the attitudinal questions, the same positional bias observed earlier was seen. The incidence of positive answers ranged markedly according to the question. Generally, however, the teachers responded positively less than half the time with the directors answering positively about 65 percent of the time. Only the teachers answered the questions differently according to their race.

When asked if black teachers were more aware of the problems that white teachers faced, the black teachers answered more positively, as expected. The values were 47 and 41 percent, respectively, not a large absolute difference. Principals of both races answered equally positively in this regard.

Both of the negatively worded statements, that the activities had caused more friction between teachers of different races or that the activity did not change how teachers felt about students of a different race, were strongly rejected by all respondents of both races, over 91 percent in all cases. Thus, we can conclude that the teachers viewed these activities optimistically andtthat the activities actually undertaken created little friction.

The directors answered much more positively that teacher training has helped white teachers relate better to black teachers--some 72 percent. This paralleled the positive association of teacher training found for the directors. The principals and teachers were far less positive, answering 50 and 42 percent, respectively. Black teachers answered least positively of all -- only 38 percent.

When asked if white teachers had been able to adjust well to teaching black students due to this activity, the responses for all respondent types were much lower-- only 28 percent of the teachers and 57 percent of the directors. It is of interest that there were no racial differences observed. Thus, both blacks and whites perceived the answers to this question equally.

When asked if black teachers had established a rapport with white students due to the activity, the responses were about the same as those just described, although the directors were positive in only 46 percent of the cases. Black teachers, as expected, answered more positively than white, 41 to 28 percent, respectively.

Based on these two findings, the activity had not played much of a role in helping either black or white teachers to establish rapport with or relate to students of a different race.

The final question concerned the fact that the activity makes it possible to change or modify one's approach to teaching in an integrated environment. The answers were quite positive, ranging from about 50 percent for teachers up to 81 percent for the directors. Black teachers responded more positively than whites, 53 to 46 percent respectively. This finding supports that discovered earlier of black teachers being more amenable to changing their ways.

All in all, it appears that teachers were optimistic about teacher training activities, and the ones carried out by ESAP did not cause much friction, but they also did not do much to help either white or black teachers in relating to students of another race.

The five basic skill questions produced unusual results. The principals answered more positively than the directors in almost every case. The positive answers for the teachers all fell in the 25 to 35 percent range.

When asked if this activity's benefits were evidenced in the academic performance of students, 35 percent of the teachers and directors answered positively as opposed to 48 percent of the principals. White teachers answered much less positively--only 27 percent.

When asked if black and white children were responding to teachers of an opposite race as a result of this project, the responses were similar for both races except for the director's responses. Teachers and principals of both races answered positively in 36 and 53 percent of the cases. Directors, on the other hand, said 57 percent of the time that white students were responding favorably as opposed to only 34 saying that black students were responding favorably. These findings match quite closely those found in the preceding discussion with regard to teacher-student relations. About 30 percent of the teachers said that they related to students of the opposite race, 36 percent of teachers say that students of the opposite race respond to them. The principal figures were 45 and 53 percent, respectively. Only in the case of the director was a wide difference found. The main difference was in regard to the black students. The directors say that the white teachers relate better to black students than the black students respond to white teachers.

When asked if the black and white teachers still don't like dealing with students of another race even with the new skill training, the results were consistent. About 80 percent of the teachers, 92 percent of the principals, the 85 percent of the directors did not agree. A racial bias was evident among the teachers as each race thought that they liked dealing with the other race more.

This set of questions shows that only some impact on academic performance was attributed to the activity. The response rates of black and white students to teachers of the other race were only somewhat improved due to these activities. Teacher training seems to have not been very effective, as carried out by ESAP.

The teacher aide attitudes and opinions were available only from the teacher responses due to a data processing difficulty. All of these statements were asked in a negative manner.

When asked if students perform poorly with any aide regardless of race, 21 percent of the teachers agreed. When asked if only an aide of the same race can motivate a student to better performance, 17 percent agreed. These findings were consistent and showed a general appreciation of teacher aides.

When asked if black or white students don't respect aides of the other race, the answers were strikingly different. Less than 1 percent of the black and white teachers said that black students didn't respect white aides. On the other hand, 31 percent of the blacks and 44 percent of the whites said that white students don't respect black aides. Thus, there seems to be a problem with the acceptance of black aides. These findings are comparable with the earlier aide findings when it is recognized that ratio of aides is about 1 to 2, black to non-black.

Black teachers say much less often than whites that they are uneasy with white aides in their classes, 23 percent as compared to 56 percent,respectively. A similar question saying that a white teacher is more careful with black students when a black aide is present was answered 43 percent positive by both races. Thus, there seemed to be considerable tension evidenced by teachers of both races with regard to teacher aides; this was in spite of their general liking of aides.

Student-Student Activities

This activity was placed in the better category, according to the rationale outlined earlier. The results of the attitude and opinion section, however, are not as optimistic. Very little positional bias was found, and the incidence of positive response was quite low. This was rather unusual as these activities were mentioned quite often as being the cause of positive change.

The response to almost all the opinions and attitudes was about the same, the teachers citing about 30 percent positive change, the principals and directors being about the same. Only for the case of black students being less suspicious of white students as a result of this activity did the directors reach a high of 62 percent answering positively. Most of the questions concerned whites or blacks being motivated better academically or enjoying being together with students of the other race more.

These findings were somewhat surprising as this activity seemed to be a candidate for the better category.

Remedial Education Activities

One of the activities in this group was in the better group--activity 12. Activity 11 had both positive and negative associations, which tended to cancel out any impact. Most of the attitude and opinion statements were negatively phrased. For five of them, 80 percent or more of the respondents disagreed. There were little positional and almost no racial biases noted. Thus, the activities were not viewed as being primarily for students of either race or as a way to get disciplinary problems out of the classroom. With regard to students feeling uneasy in a remedial class, 33 percent of the black principals thought that this would occur. It is of interest that the principals were the only respondent type for which a negative association with these activities was found.

The one question that did not fall into this pattern was that the students in the classes were more at ease in various school situations as a result of the special academic help. The teachers were the least positive, only 48 percent as compared to 72 and 62 percent for the principals and directors. Thus, the teachers who have a chance to observe these students sensed some uneasiness.

By and large, the activities were attributed with much positive answering.

There seems then, overall, to be a general agreement between the findings of the associative analysis and the attitudes and opinions. In general, the better activities were those which had many positive answers to the attitudinal and opinion questions; the neutral or negative activities, less positive answering. The only exceptions to this rule were activities 6 and 9; the former perhaps should be in the better category, while the latter's position in that category is somewhat more difficult to justify.

NON-ACTIVITY RESPONSES

The preceding analysis has focused on the incidence of positive change relative to the ESAP activities covered by the first 17 items of the common code. However, the overwhelming majority of the respondents gave non-activity types of answers as being the primary causes of change. These responses are the attitude, behavior, and environmental type of answers covered by common codes items 20 through 32.[1] The code was fully described in Table 3-9.

Table 7-5 shows the results of the analysis of these answers for the selected measures. In Table 7-5 the average value for the code item being associated with change was inserted when there was no significant difference between its mention as being associated with positive or negative change. Thus when a pair of responses is different, this difference was statistically significant at the 95 percent level.

By and large there was no real difference in the magnitude of responses across respondents. Teachers, principals, and students mentioned the items with about the same frequency. The major exceptions were the absence of mentions of motivation and parents/community by the students. The principals tended to mention racial behavior less often than the other two respondents.

Moreover, two of the categories, racial attitudes and racial behavior, dominate the mentions.

Of major interest, however, is the pattern of responses shown. There is remarkable agreement between teacher and principal in terms of the association of a particular item more often with positive or negative change. (The student sample size was quite small, hence only one difference proved significant). The teachers and principals agreed that racial attitudes are more often reasons for improvements than reasons for a worsening of a situation. Racial behavior, on the other hand, proved to be mentioned as often with positive change as with negative change. Both felt that organized social functions caused positive change more often.

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[1] The observed incidence of the conflict codes, 18 and 19, was under 0.2 percent. Consequently they are not discussed further.

Table 7-5

PERCENT OF RESPONDENTS CITING INDICATED COMMON CODE ITEM AS ASSOCIATED WITH POSITIVE OR NEGATIVE CHANGE[a]

Common Code Category	Teacher		Principal		Student	
	Positive	Negative	Positive	Negative	Positive	Negative
20. Racial Attitudes	50	32	53	32	42	42
21. Racial Behavior	52	52	44	44	52	52
22. Integration	4	4	6	6	5	5
23. Time	8	8	10	10	6	0
24. Academic Mentions	1	6	1	12	2	2
25. Motivation	3	10	5	12	0	0
26. Organized Social Functions	4	1	8	1	1	1
27. Parents/Community	2	11	4	20	0	0
28. Atmosphere and Environment--Non-Racial	4	4	4	4	4	4
29. Faculty-Teachers	8	8	12	12	1	1
30. Students/Classmates	3	3	3	3	2	2
31. Special Programs (Other)	1	1	3	3	0	0
32. Don't Know/Nothing	2	6	1	6	5	5

a. When identical values are shown in the table for positive and negative change for a respondent, the difference between these mentions was not statistically significant.

b. Code categories are fully described in Table 3-9.

The agreement between the principals and teachers of associating items more often with negative change was also perfect. Academic reasons were mentioned much more often with negative change. Motivation was cited much more often in a negative vein as was the impact of parents or the community. Finally, the "don't know" category was used more often by those respondents citing negative change. Apparently, reasons for improvement were easier to think of than reasons for worsening situations.

There was, of course, no control group to which these values could be compared; but it was evident that there are problems with academic achievement, motivation, parents, and community that need to be solved.

The implications of these findings are that the citing of racial attitudes and behavior dominate the responses of all respondents. Racial behavior is cited equally with regard to positive and negative change, while racial attitudes are mentioned more with positive change. This is somewhat heartening as better attitudes can be a prelude to improved behavior. The relatively large mentions of motivations and parents/community in the negative change are not a good sign, however.

SUMMARY

The chapter has shown that there was, indeed, significant association when specific activities were examined. Each of the 17 ESAP activities were studied individually with regard to their presence or absence in the school or district and the frequency with which they were mentioned as being a cause of change. Alternative weighting schemes were developed to form a consensus among respondents. A weighting scheme in proportion to the sample proportions was selected as being better than either extreme--weighting according to the population or weighting each respondent type equally. When all factors were considered, there were four activities which fell into the better category--counseling, counseling support, student-student activities, and remedial programs. Teacher training was the only member of the worse category.

The responses to the attitude and opinion section of the questionnaires were examined in the effort to probe more deeply into the impact of the various activities. By and large, the findings were consistent with those found earlier with regard to the relative effects of the several activities. The directors consistently answered more positively than principals, who in turn answered more positively than teachers.

For the special community activities, the incidence of positive answers to the attitudes and opinions ranged from about 25 percent for teachers to about 70 percent for directors. According to the teachers, the impact of these activities was small and had not produced much change in either school situations or in parental contacts. The more optimistic directors gave more positive answers in these areas, which matches their more positive findings with regard to the other associations.

The counseling activities showed a much higher incidence of positive impact, being over 50 percent for all respondents for most questions. There was considerable agreement across positions and by race with regard to the much more positively seen impact of these activities.

The ethnic classes and materials activity did not prove to have caused any significant attitudinal or opinion effects. It appeared to be truly neutral. Activity 6, on the other hand, evidenced strong positive mentions with regard to attitudes and opinions. There was little positional effect but much racial difference in the responses. Black teachers were both more eager to change their teaching styles and were perceived by their supervisors not to be reluctant to change. White teachers tended to be more conservative. Both races agreed that white students were more responsive to innovative or new teaching techniques.

The teacher training activities did not appear to increase the rapport between teachers and students of differing races. Teachers are optimistic, however, regarding these activities. The basic skills training activities seem to have had only a little impact on academic performance. Black students were apparently responding less well to white teachers than vice versa. Teacher aides were generally liked but there seemed to be much concern over having an aide of another race present in a teacher's class. However, these activities did not appear to have been very promising.

With regard to the student-student activities, the findings were somewhat surprising. The incidence of positive response was quite low. In addition, the usually more positively answering directors answered about the same as the principals and teachers. These activities, in spite of their good showing earlier, apparently did little to make students enjoy interracial student projects or class situations.

The remedial activities had many positive answers with regard to the attitudes and opinions. The black principals thought that the students in remedial classes sensed some uneasiness with students in regular classes. All-in-all, however, these activities seemed to be well received and highly regarded.

The non-activity answers to the causes of positive and negative change were examined. Racial attitudes and behavior dominated the mentions. Racial attitudes were found more often associated with positive change, whereas racial behavior was equally mentioned with positive and negative change. The next highest mentions were the negative-change associations of student motivation and parents and community.

8

OTHER CONDITIONS OF SUCCESS FOR THE ESAP ACTIVITIES

INTRODUCTION

This chapter presents the supportive findings with regard to the impact of selected ESAP activities. Chapter 7 showed a differential effect for several of the activities, both positive and negative. In this chapter, the elimination of the existence of spurious correlations and the impact of duration, and the dollar intensity of the activity are shown.

ELIMINATION OF EXTERNAL EFFECTS

There seemed to be some significant areas of impact, but the associations could be caused by the type of district or LEA that picked the activity or some other factor. These are the Type I spurious correlations discussed in Chapter 4.

If the respondents in large LEAs, for example, tended to give more positive answers and these LEAs tended to pick counseling activities, one would expect to see many positive associations.

Statistical tests were run on the mix of activities selected by the districts according to LEA size, percent minority, urban-rural designation, and percent of students reassigned. In no case was a significant difference found. Thus, there was no bias in the way that the districts selected activities. Whether large or small, urban or rural, or having large or small proportions of minority students, the mix of activities picked proved to be the same.

With regard to the responses of individuals in these areas, the only significant finding was that the incidence of perceived positive change was some 5 percentage points higher in the high percent minority LEAs than in the predominantly white LEAs. As these districts have 38 percent black respondents as opposed to only 21 percent black respondents in the LEAs with 20 percent or less minority representation, some of this difference can be explained by the higher proportion of the more positively answering black respondents. In addition, the high percent minority districts were decidedly less positive in their expectations about next year. Due to the inverse relationship shown earlier in Chapter 5, this factor would also lead to somewhat more positive responses. No difference in responses was found by LEA size, although there were 38 percent black respondents in the medium-sized LEAs as opposed to 34 percent in the small and large LEAs. In addition, there was no difference in expectations by LEA size.

There were differences in activity selections due to the degree of racial mix shift that the school had experienced -- thus, the need as discussed in Chapter 4, of controlling for the degree of racial mix shift in the sample schools. While we do not contend that our deposition of shift is definitive, it serves to partition the schools into approximately two equal-sized groups, one of which experienced a greater degree of change than the other.

The teachers' and principals' positive responses were examined with regard to this variable. The difference was striking. Eleven percentage points more positive change was noted in the schools that underwent a large shift in racial mix according to our rule than in those schools that did not. Again, the impact of the presence of an ESAP activity was negligible, being barely significant only for the case of principals in the small change schools--this difference being only two percentage points. The respondents in the schools that had experienced a large shift were found to be 39 percent black, as opposed to only 28 percent black respondents in the little or small shift schools.

In addition, the respondents in the large shift schools were decidedly more negative in their expectations than those in the more stable schools. Only 29 percent of the respondents in the schools experiencing a large shift had positive expectations as compared to 40 percent in the relatively no change schools.

Due to the negative relationship with positive change and expectations as shown in Figure 5-2, and the much higher incidence of blacks in the large shift schools, a difference of 12 percentage points can be accounted for. Thus, any overall activity impact with regard to the racial mix shift variable can be eliminated. The variable does serve as an important descriptor, however, and it will be used extensively in this chapter.

It appears then that there was no unexplained difference in the way respondents answer questions other than the racial and expectation effect. The properties of the LEA or school can be considered of negligible effect on the observed results and this type of spurious correlation is not demonstrable.

As a further test of the extent of spurious correlation, the combinations of activities in the sampled LEAs were examined on a two-by-two basis. Of the 153 combinations, 28 proved to occur more often than expected and 24 less often, at a 95 percent confidence level. Table 8-1 shows these results. As can be seen, only five of the 28 more common combinations include two activities from the "better" group. Although there were some combinations of the "better" activities that were significantly combined, there was no overall significant pattern of the pairs of the "better" activities being associated together.

EFFECT OF INTENSITY

If the ESAP activities have had some effect, then one could expect to observe differential effects due to the relative dollar size of the activity and the length of time that it has been in operation.

The measure of intensity of an ESAP activity is made by the number of dollars per students in the LEA. The break point was $7/student, this value being determined from early sampling of responses with regard to the number of activities. RMC was told of a rule that no LEA would be funded in excess of $28 per student.[1] Since the early samples were indicating about four activities per LEA, the figure of $7 per

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[1] From meetings with OMB personnel.

Table 8-1

COMBINATIONS OF ACTIVITIES OCCURRING MORE OFTEN OR LESS OFTEN THAN EXPECTED. (NUMBERS ARE FROM THE COMMON CODE AS SHOWN IN TABLE 5-3.)

In Combination (28)	Not In Combination (24)
1, 4	1, 1
1, 5	1, 15
1, 7	4, 8
1, 9	4, 16
1, 14	5, 15
1, 17	6, 12
2, 9	6, 15
2, 13	6, 16
2, 17	7, 8
$\boxed{3, 4}$	7, 10
3, 7	7, 15
$\boxed{3, 9}$	7, 16
3, 17	8, 8
$\boxed{4, 4}$	8, 9
4, 5	8, 12
4, 7	8, 16
$\boxed{4, 9}$	9, 16
4, 17	11, 16
5, 7	12, 14
6, 7	12, 15
6, 13	12, 16
6, 17	14, 16
7, 9	16, 16
7, 17	16, 17
$\boxed{9, 9}$	
9, 14	
9, 17	
17, 17	

student was selected as the dividing line for activity intensity. As will be shown later, a specific dollar amount for each activity would have made a much better distinguishing point. Unfortunately, we were unable to obtain a measure of the amount of funds expended per student directly affected by ESAP activities as opposed to all students in an LEA. This was because data on the number of affected students could not be easily obtained. Hence, the intensity figure is the activity funding level divided by the number of students in the LEAs. As it turned out, many more activities fell into the low-intensity category than into the high category. Also, some activities fell predominantly into one category. Table 8-2 shows these results by the degree of racial mix shift. There appears to be no real pattern in the percent of high-intensity activities being present in those schools that had changed as opposed to those that had not. The activities in the shifted schools, however, did prove to be larger; that is, there was a significantly higher fraction of them in the high-intensity group.

The two teacher-related activities, facilities improvement, and remedial programs were the activities most often found with high intensity. This generally meant that there could be no other high-intensity activity going on in that district. Thus, if a disproportionate amount of money is spent on teachers in a district, for example, the ESAP impact may not reach the students, hence the negative association of differential positive change with some of these activities.

Certain activities, such as comprehensive planning, administrative personnel, and others were never observed in a high-intensity mode. The student-student and the two community activities were almost all of low intensity. With regard to the degree of racial mix shift, the counseling activities were larger in the schools with large relative change as were the teacher aides and materials activities. Busing was the only activity that had a significantly higher fraction of high-intensity activities in the schools with little or no racial mix shift.

The results of the analysis of intensity, using the teacher responses, shows that the effect is seen only in the schools that had not changed their racial mix to a great extent in the last year. Table 8-3 shows these results based upon examining the significant positive and negative associations as shown in Table 7-1.

Table 8-2

PERCENT OF ACTIVITIES FALLING INTO THE HIGH INTENSITY CATEGORIES BY DEGREE OF RACIAL MIX SHIFT

ESAP Activity	Degree Racial Mix Shift		All Schools
	Large	Small	
1. Personal Community	15	8	10
2. Non-Personal Community	4	7	6
3. Counselors	19	5	11
4. Counselor Support	29	18	23
5. Multi-Ethnic Curriculum	9	16	13
6. Non-Ethnic Classes and Materials	16	12	14
7. Teacher Training	30	23	26
8. Teacher Aides	52	35	43
9. Student Programs	8	4	5
10. Busing	2	28	12
11. Remedial Personnel	12	20	18
12. Remedial Programs	46	36	40
13. Planning	0	0	0
14. Administrative Personnel	0	0	0
15. Materials	32	13	25
16. Facilities Improvement	39	23	33
17. Others	0	0	0
Average	37	24	30

Table 8-3

PERCENT OF TEACHERS CITING POSITIVE CHANGE AS A FUNCTION OF INTENSITY OF ESAP ACTIVITY AND EXTENT OF SHIFT IN RACIAL MIX

Type of Association in Table 7-1	Intensity	Degree of Shift in Racial Mix	
		Large	Small
Positive	High Low	+1	+11[a]
Negative	High Low	-5	-10[a]

a. Difference is significant.

These findings are interesting in that there seems to be a relationship between intensity and association, yet the relationship does not evidence itself in the schools that had a relatively larger change in racial mix.

It is of further interest to note that the significant differences are such that they support the association of ESAP with differential positive change. For the positive associations, the high-intensity activities are associated with a 48-percent mention of positive change as opposed to 37 percent for the low-intensity efforts. Conversely, for the negative associations the more intensive an activity the less the mention of positive change. Even though not statistically significant, this pattern was also observed for the more changed schools.

Certain activities also evidenced significant intensity effects. The two community activities, counseling and the remedial personnel activities, all showed strong positive association, meaning the more spent per student the more positive change perceived. Teacher training (7) and non-ethnic classes and materials had negative relationships. These cases tend to support the results of Table 7-3; the "better" activities have a positive intensity effect and the "worse" activity has a negative effect.

The positive association of intensity in both of the community activities was of interest. There were only a few of these activities in the high-intensity range, but the observed differences were still significant even with the small sample size. Perhaps these activities would have fared better in the aggregate had they been larger or more intensive. The differences were of the magnitude of 15 percentage points and this difference was observed in both categories of racial mix shift, as shown in Table 8-4.

Table 8-4

IMPACT OF INTENSITY ON INCIDENCE OF POSITIVE CHANGE ASSOCIATED WITH COMMUNITY ACTIVITIES

Activities	Intensity	Degree of Shift in Racial Mix	
		Large	Small
Personal Community Activities	High	57	48
	Low	42	36
Non-Personal Community Activities	High	60	46
	Low	44	32

DURATIONAL EFFECTS

Tabulations were run on the percent of respondents' citing positive and negative change for three different lengths of activity duration, at least four months, at least two months, and no lower limit on duration. From these data, we were able to test the impact of duration using the length of time since an activity was initially implemented.

Table 8-5 shows these results. They are based on pooling the duration measures for the "better" activities, i.e., 3, 4, 9, and 12, the neutral activities (all the rest but for 7), and finally activity 7, teacher training. There was a statistically significant trend for the better and neutral categories, while no trend was found for teacher training. The better activities showed a 6 to 7 percentage point increase in association with positive change with the increase in duration from less than two months to four months or more. In the neutral activities, the trend was less, moving some 3 to 4 percentage points over the same difference in duration. In teacher training, the trend was constant as the observation of 29 percent for activities of two to four months' duration does not differ significantly from the other two values, due to a small sample size of activities of this duration.

Table 8-5

EFFECT OF ACTIVITY DURATION ON PERCENT OF RESPONDENTS CITING POSITIVE CHANGE

Duration	Activity Categories		
	Better[a] (3, 4, 9, 12)	Neutral[a] (1, 2, 5, 6, 10, 11, 13, 14, 15, 16)	Worse (7)
4 months or longer	48	38	42
2 months or 3 months	42	41	29
Less than 2 months	41	35	40

a. Statistically significant trend of increase in positive change with activity duration.

Indeed, when the activities which had significantly positive associations in Table 7-3 were examined, the durational effect was even more apparent. For the activities 3 and 4 in the better category, there was a 12 percentage point duration difference between the activities less than two months old and those of over two months duration. Fully 64 percent of the respondents cited change after two and four months while only 52 percent cited a positive change for activities of less than two months duration. In the schools with little racial mix shift, where activities 3, 7, and 11 had positive associations, the differential was a significant 11 percentage point spread (33 percent compared with 22 percent). Finally, the only negative association, the personal community activity with black attendance, showed a significant 15 percentage point negative duration effect (10 percent for the longer activities vs. 25 percent for the shorter duration efforts). Thus, another pattern emerges from the analysis.

SUMMARY

There seemed to be a duration effect in addition to the intensity effect shown earlier. These two sets of findings, both in terms of their directionality and statistical significance, force us to reject the null hypothesis that there is neither intensity nor durational effect associated with the positive and negative associations shown in Table 7-1. In addition, bias in activity selection and response rates due to LEA or school characteristics was not found.

9

OTHER RESULTS

INTRODUCTION

This chapter presents the results of the areas of interest in the Phase I research effort other than impact. They include assessment of ESAP project management, an examination aimed at verifying that projects were carried out as originally intended, the effectiveness of DHEW Technical Assistance, and the results of the BRAC questionnaire. Selected student responses are included also.

ESAP PROJECT MANAGEMENT

This section presents the findings of the Phase I effort with regard to project management. It covers the other jobs of the project director and the mix of district personnel involved in the planning and carrying out of the project. The selection of activities and their distribution among the sampled schools is discussed. Finally, the difficulties encountered in getting the project underway and the ease with which operational problems were solved are examined.

Description of ESAP Project Directors

The project directors were asked to list all the other jobs that they held besides being the project directors. Five percent of the interviewed project directors held no other job than that of director. Thirty three percent were found to be the district's superintendent and 19 percent the assistant superintendent. Only 3 percent were principals or assistant principals, another 3 percent being teachers. The remainder held other administrative positions. Most of these positions had to do with administering other federal programs such as Title I. For one percent, the other job was not in education.

Twelve percent of the interviewed directors were blacks. They were found predominantly in the larger LEAs. Only four percent of the non-black directors held no other job as opposed to ten percent of the black directors. Of those holding other jobs, 19 percent of the blacks were superintendents or assistant superintendents as compared with 56 percent of the non-blacks. Seventy-eight percent of the black directors were administrators of other federal programs as opposed to 49 percent of the non-blacks. Since, in some districts, the director could have held two or three other positions, these percentages reflect all mentions, hence they can exceed 100 percent.

Based on the directors' responses, the ESAP projects are run by persons who have other jobs in the school system. They are predominantly superintendents and administrators of other federal programs.

Involvement of District Personnel in Planning and Implementation of ESAP Project

Ninety-three percent of the directors said that they were involved in both the planning and implementation of their district's ESAP project. There was no difference according to race.

About seventy-two percent of the principals cited that they had been involved, again no difference was observed by the race of the respondent. Six percent of the principals were involved in planning only, twenty-two percent in implementation only, and forty-four percent in both aspects. These results are indicative of a strong dependent relationship of being involved in both phases. Thus principals tend to be involved in both aspects, or neither.

Directors and principals were asked to name the individuals or organizations that played a role in developing the district's grant application. No significant differences were found in terms of the persons involved by percent minority in the LEAs. This means that regardless of the proportion of blacks or non-blacks in the district, there was no trend for certain persons or groups to play a greater or lesser role.

With regard to the size of the LEA, the story was somewhat different: in the larger LEAs, there was a greater likelihood of the assistant superintendent being involved than in the smaller LEAs. However, many small LEAs may not have assistant superintendents. Conversely, in the smaller LEAs, the superintendent was much more likely to be involved. In addition there was a much higher mention of the administrative staff in the larger LEAs.

There also was a decreasing trend for both principal and teacher involvement the larger the LEA. The same trend was noted for the involvement of school board members. It appears then that, in the larger LEAs, the preparation of the grants was done by administrative and supportive personnel, while in the smaller LEAs persons more directly associated with school operations were involved.

The directors mentioned many more types of individuals and organizations as being involved than principals. Most of this difference is explained by the high proportion of "don't know" answers obtained from principals--some 28 percent. Only two percent of the directors gave a "don't know" response. There were still some interesting differences. Twenty-eight percent of the directors said that members of the LEAs Bi-Racial Advisory Committee had assisted while only two percent of the principals said that the BRAC had played a role. The principals were also less likely to say that administrative or other federal personnel had been involved. On the other hand, the principals cited a much higher incidence of participation by school board members than did directors. The principals also indicated that they thought that the directors were involved in only 14 percent of the LEAs. This finding is quite surprising.

Three of the directors, all from high percent minority, small LEAs, said that they were the only person involved in preparing the grant application.

It appears that a whole host of individuals and groups were involved in the preparation of grant applications. Directors, principals, teachers, superintendents, and administrative staff personnel dominated although the participation of others was substantial, another ten categories of participants being mentioned in five to 10 percent of the LEAs.

Selection of ESAP Activities

As so many of the directors claimed to be involved in the planning process for the ESAP, it is logical to view their opinions of the best and worst areas in their school district relative to the selection of ESAP activities. Each of the three respondents were asked to cite the areas of best and worst performance for their district or school. The results are shown in Table 9-1.

With two main exceptions there is general agreement among respondents. The difference is that teachers feel the academic performance is the best area more often than the directors, and they feel it is the worst area far less often. The other area of difference is discipline. The teachers say much more often that it is the worst area of performance. A real and very possible explanation for these results is the degree that the respondent is removed from the classroom. The directors feel that their problems are in the academic area while the teachers feel that discipline is a far greater problem. The principals seem to be in between the teachers and directors on these two points.

The activities selected by the LEAs were matched against the pattern exhibited by the directors in Table 9-1. Significance tests at the 95 percent level were made to see if certain activities were chosen or not chosen by respondents who cited differing areas of performance as best or worst.

Table 9-2 shows these results. The activities which were picked more often or less often tended to fall into three clusters. Districts where directors said that student-student relations was the area of best performance tended to pick activities 1, 4, 9, 13, and 15 more often than expected. The other groupings occurred in the areas of worst performance. Directors who said that academic performance was worst were in districts that tended to select seven ESAP activities (1,3,5,6,9,14, and 17) less often than expected. Finally those that said that discipline was the worst area tended to pick activities 3,5,6, and 14 more often.

In only one area of performance were activities selected significantly more often and less often. Where teacher-teacher relationships were said by directors

Table 9-1

PERCENT OF RESPONDENTS INDICATING THAT EACH OF THE SELECTED AREAS WAS THE BEST OR WORST AREA OF PERFORMANCE IN THEIR DISTRICT/SCHOOL

Area of Performance	Respondent		
	Director	Principal	Teacher
Best:			
Community Relations	.13	.12	.07
Academic Performance	.06	.11	.13
Teacher Performance	.16	.19	.13
Student-Student Relations	.20	.17	.18
Student-Teacher Relations	.10	.10	.19
Teacher-Teacher Relations	.27	.21	.20
Discipline	.02	.06	.06
Attendance	.06	.04	.04
Worst:			
Community Relations	.12	.13	.13
Academic Performance	.39	.28	.21
Teacher Performance	.07	.06	.02
Student-Student Relations	.06	.04	.05
Student-Teacher Relations	.04	.03	.04
Teacher-Teacher Relations	.00	.02	.03
Discipline	.21	.23	.38
Attendance	.11	.21	.14

Table 9-2

TYPES OF ACTIVITIES SELECTED SIGNIFICANTLY MORE OR LESS IN DISTRICTS WHERE THE DIRECTOR INDICATED THE PARTICULAR AREA OF BEST AND WORST PERFORMANCE

Area of Performance	Activities Selected	
	More Often	Less Often
Best:		
Community Relations	Counseling (3) Materials (15)	
Academic Performance	Counseling Support (4) Non-Ethnic Materials (6)	
Teacher Performance		
Student-Student Relations	Personal Community (1) Counseling Support (4) Student-Student (9) Planning (13) Materials (15)	
Student-Teacher Relations		Teacher Aides (8)
Teacher-Teacher Relations	Teacher Aides (8) Remedial Personnel (11)	Personal Community (1) Non-Personal Community (2)
Discipline		
Attendance	Busing (10)	
Worst:		
Community Relations		
Academic Performance		Personal Community (1) Counseling (3) Multi-Ethnic Curriculum (5) Non-Ethnic Curriculum (6) Student-Student (9) Administrative Personnel (14) Other (17)
Teacher Performance	Personal Community (1)	
Student-Student Relations		Non-Personal Community (2)
Student-Teacher Relations	Multi-Ethnic Curriculum (5) Others (17)	
Teacher-Teacher Relations		
Discipline	Counseling (3) Multi-Ethnic Curriculum (5) Non-Ethnic Curriculum (6) Administrative Personnel (14)	
Attendance	Administrative Personnel (14)	

to be the area of best performance, the districts tended to pick teacher aides and remedial personnel more than expected and to pick community activities less than expected.

While there is no obvious pattern in Table 9-2, certain combinations may be of some interest. For instance, administrative activities were selected more often in districts where discipline and attendance were problems. Teacher aides were picked less often than expected where student-teacher relations were good. Busing was selected more often than expected where directors mentioned attendance as the area of best performance. One should note the three areas of high selectivity (clustering) and the fact that, for all but one area, the significant differences go one way--that is, certain activities are selected more often, or less often, but not both ways.

Examination of Table 9-2 may indicate that, relative to the best areas, the districts have tended to pick supportive or amplifying activities. In the worst performance areas, the activities selected have more often tended to be corrective in nature. However, this is an extremely tentative conclusion since it is not clear whether the activities caused areas to show good or poor performance or whether the particular activities were selected because these areas were thought to be the best and worst.

Allocation of Activities to Schools

Although every school in an LEA was not visited or included in the sample, some data on the allocation of activities to schools were available. For somewhat over half of the activities, each sampled school received or was impacted by the activity. Thus if we had selected 4, 5, or 6 schools in an LEA, for example, half of the activities present in the LEA were to be found in each school.

For the other half of the activities, there seemed to be no real pattern, although the tendency was towards only one or two of the involved schools. Thus they may have been tailored to meet specific needs.

The allocation was examined by activity type to see if there were any differences by activity. For our sampled school districts we were able to tally the allocation of specific ESAP activities to each sampled school. While this does not tell us what happened to every affected school in the LEA, it does provide some clues regarding activity allocation. Table 9-3 shows the percent of the districts in which the activities were found to be present in half or more of the sampled schools. Statistical tests were conducted to see if the observed value differed significantly from a 50-50 allocation which was the null hypothesis. Eleven of the activities were found to test significantly higher, that is they tended to be found in all or almost all of the sampled schools. Only activities 11 and 16, remedial personnel and facilities improvement seemed to be tailored to particular schools, that is, they were found significantly more often in half or fewer of the sampled schools.

It is of possible interest to note that four of the six activities that showed no tendency either way were from the "better" group.

There appears then to be a general tendency to allocate the activities over most of the sampled schools in the districts with little apparent selectivity or tailoring.

Relationships of the ESAP Project to Desegregation

The directors and principals were asked how close they thought that their ESAP project was related to desegregation. Although there was a tendency for both directors and principals in the low percent minority districts to answer less positively than the same respondent types in higher percent minority districts, no differences were found due to race or LEA size. Table 9-4 shows the results. The directors think that the ESAP projects are more oriented toward desegregation than do the principals. Fully 27 percent of the principals feel that the ESAP project in their school is only a little or not at all close to desegregation. Thus the directors who played a major role in the planning for ESAP feel much more strongly about its relation to desegregation. The principals, somewhat less involved in selection and planning, are less positive about ESAP's role. The relatively low incidence of "not at all close" responses is heartening, however.

Table 9-3

PERCENT OF ESAP ACTIVITIES ALLOCATED TO HALF OR MORE OF THE SAMPLED SCHOOLS

Activity	Percent	Significant ?
1. Personal Community	67	Yes
2. Non-Personal Community	80	Yes
3. Counselors	35	No
4. Counselor Support	53	No
5. Multi-Ethnic Curriculum	74	Yes
6. Non-Ethnic Classes and Materials	76	Yes
7. Teacher Training	81	Yes
8. Teacher Aides	75	Yes
9. Student Programs	38	No
10. Busing	76	Yes
11. Remedial Personnel	32	Yes
12. Remedial Programs	73	Yes
13. Planning	73	No
14. Administrative Personnel	78	Yes
15. Materials	68	No
16. Facilities Improvement	30	Yes
17. Others	78	No
Total	66	Yes

Table 9-4

PERCENT OF DIRECTORS AND PRINCIPALS RESPONDING TO THE QUESTION OF HOW CLOSE THEIR ESAP PROJECT WAS TO DESEGREGATION

Response	Type of Respondent	
	Directors	Principals
Extremely Close	44	21
Very Close	45	48
A Little Close	10	21
Not At All Close	1	6
Don't Know	0	4

Operational Problems

The preceding analysis has covered the area of the selection and planning of activities. The principals and teachers were asked a series of questions to determine the extent of, and solutions for problems encountered during the operation of the ESAP activities.

For the principals, about 44 percent of them indicated that they had experienced an operational problem with their ESAP project. Of these, 85 percent went to their supervisor for assistance. Ninety-five percent of these indicated that he (she) was very helpful. There was no significant difference in these results due to race or LEA percent minority. There appears then to be no barrier or hesitation on the part of principals of either race to seek and receive support.

For the teachers, the findings were somewhat different. About 40 percent of the teachers indicated that they had had problems. Like the findings for principals, this figure is independent of race. However, unlike the principal findings, there was a significantly higher incidence of problems noted in the high minority percentage LEAs (44 percent).

With regard to seeking assistance from their supervisors, only about 63 percent of the teachers did so. Here there were differences both due to race and to LEA percent minority. Black teachers sought help less often than non-black teachers, and more teachers sought help in the higher percent minority LEAs than in the lower percent minority districts (69 percent as opposed to 59 percent). Putting these results together, the black teachers going to their supervisor less often than the white teachers and teachers in the aggregate going to their supervisors more in the predominantly black districts than in the predominantly non-black districts, we can conclude that the blacks tend not to go to their supervisors in the less black LEAs.

Further comparisons were made to determine if the race of the principal had any effect on the willingness of the teacher to seek help. No significant differences were found. Black and non-black teachers went to their principals in equal numbers regardless of the principal's race.

With regard to the results of seeking help for solving problems, 90 percent of all respondents said that their supervisor was very helpful. There were no racial or LEA percent minority differences in this response.

Starting Up Difficulties

The directors were asked to cite the difficulties that they experienced in getting their ESAP project operational. Twenty-five percent of the directors indicated that no problems had been experienced. Of the rest, the most common difficulty was time--lack of it, delayed references regarding prospective hirees, being too rushed, and the like. Over half of those having problems gave these time related reasons. In about 15 percent of the districts, the following problems occurred with about equal frequency--administrative and technical staffing problems, financial problems, communication difficulties, and poor planning. Of much less incidence were problems of space and acceptance of the ESAP activities by district personnel and the community. Thus staffing and time seem to have been the predominant problem areas.

. VERIFICATION

The focus of the verification analysis is on the statements of the project director. Relative to the grant application, comparisons of the total amount of funding, the selection of activities, and the allocation of funds among activities were made. In addition, comparisons between the director, principal, and teacher responses were made. While our interviewers were not instructed to determine whether or not the activities that the director had said were being undertaken at a school were, in fact, being undertaken, the principals and teachers were asked if certain activities were present. Both principals and teachers were asked to name new activities being undertaken in the school this year that had an impact on desegregation. Following this they were shown a list of the activities that the director said were going in their school. By the use of this unaided and then aided technique, we were able to obtain data on the relative awareness that principals and teachers had of the specific ESAP activities as well as data that tell of the degree of agreement among the respondents.

The director was asked to describe the activity in a way that the principals and teachers could recognize it. There is the very real possibility that this was not always perfectly done. Thus the director-principal and director-teacher mis-matches are not necessarily evidence that the project was not being undertaken. In the association and analyses described earlier, the director's responses were considered to be valid and definitive as to whether an activity was present or not.

Program Implementation

Seventy-eight percent of the sample's projects were funded at essentially the level recorded in the grant application held at the OE National Office. A deviation of up to but not exceeding ten percent either way, was considered a match. Five percent of the directors gave a total ESAP budget figure that lay between ten and 20 percent higher or lower than the budget figure shown on the grant. Another 17 percent of the directors indicated changes in excess of 20 percent. There was no obvious pattern in these differences according to grant size, direction of change or DHEW region. Several large projects, including the largest ESAP project, had substantial changes although the largest percentage changes did, of course, occur on the smaller grants.

With regard to the selection of activities, the comparison could only be made on the six program breakdowns originally devised by OE. Table 9-5 shows how the 17

Table 9-5

CONCORDANCE BETWEEN OE ESAP ACTIVITY CATEGORIES AND THE RMC COMMON CODE

Original OE ESAP Categories	RMC Common Code Category
I: Special Community Programs	1, 2
II: Special Pupil Personnel Services	3, 4, 11, 12
III: Special Curriculum Revision Programs	5, 6, 15
IV: Teacher Preparation Programs	7, 8
V: Special Student-to-Student Programs	9
VI: Special Comprehensive Planning and Logistical Support	10, 13, 14, 16, 17

common code categories fit into the OE groupings. Using these broad categories, we checked the director's responses relative to the activities listed on the grant application. In 75 percent of the observed cases, a match was found. In other words if the grant application indicated that a Type III program was approved, a 5, 6, or 15 was found in the director's response to the activities that were going on in his district.

In 15 percent of the cases, the grant indicated that a particular group was funded but no activity was named by the director. In the remaining 10 percent of the cases the director cited an activity that was not indicated on the grant application. There was no significant difference in these findings according to LEA or grant size.

OE activity groups I and VI (as shown in Table 9-5) account for 50 percent of the instances where the grant indicated an activity, but a corresponding activity was not named by the director. It appears that community programs and the supportive activities were dropped from the original plans in several LEAs.

Categories II, III, and V contained 70 percent of the cases where the director said the activity was there, but there was not a corresponding entry on the grant application. Thus the special pupil services (most of which fell into the category this study found most effective), curriculum revision and student-student programs tended to be added to the ESAP package after the submission of the grant application.

Finally the allocation of the ESAP budget to each of the six OE categories was checked for the degree to which the director's response matched the grant application. In only 37 percent of the LEAs was a difference of less than 10 percentage points in the budget allocation found. 16 percent of the LEAs had changed their allocation of funds among activity groups by at least 10 percent but less than 20 percent. The remaining 47 percent cited values which differed by 20 percentage points or more. Again, no clear pattern was observed, large LEAs and large grants both had large relative changes.

The directors were asked if their project was carried out as planned, and if not, how it had differed. Only about 20 percent of the directors in LEAs with a change in allocation said that there had been a change in plans. In some cases they cited that the change had been approved by the regional office.

RMC is aware that the national office's copies of the grant applications may not have contained all of the changes which were authorized by the region. Thus some deviation is expected. The results described above indicate that significant changes in implementation were carried out regardless of regional approval. This is not surprising, given the fact that the LEAs generally had only a very short time to prepare and submit their grants.

In addition, during the RMC coding and classification process, some activities were shifted from one category to another. Thus a director may have placed teacher aides under pupil personnel services because he thought it belonged there. This activity would have been switched during the coding process. Therefore the extent of change is probably overstated.

Awareness of Activities

Data were collected on the agreement of principals and teachers with directors as to which activities were in a school. As the recognition of the activities by a principal or teacher depends somewhat on the activity titles given by the director, the degree of mismatch may reflect a difference in terminology as well as the fact that respondents may be unaware of the activities. The data were examined by LEA percent minority, but no significant differences was found.

Table 9-6 shows the results. The principals recognized more activities, both aided and unaided, than the teachers. The values were 25 and 19 percent unaided, respectively. Sixty-seven and 54 percent of the remaining principal and teacher respondents recognized activities when aided. One-fourth of the principals did not recognize the activity as being present in his school even after being shown a card with the activities listed on them according to the director's definition. The comparable value was 37 percent for teachers.

It appears that the ESAP activities were not immediately recognized by the respondents--remainders were necessary. The unaided question was worded such that they could list activities related to desegregation that were new this school year. Since most of the ESAP activities were not innovative and tend to be activities that schools have had over the years, although not necessarily in each of the sampled schools, this is not surprising. The aided response figures were quite high, evidencing

Table 9-6

PERCENT OF PRINCIPALS AND TEACHERS RECOGNIZING AN ESAP ACTIVITY IN THEIR SCHOOL UNAIDED, THE PERCENT OF THE REMAINING RESPONDENTS RECOGNIZING THE ACTIVITY AIDED, AND THE PERCENT OF RESPONDENTS NOT RECOGNIZING THE ACTIVITY AS BEING PRESENT IN THEIR SCHOOL
(ONLY VALUES THAT DIFFER SIGNIFICANTLY FROM THE GRAND AVERAGE ARE SHOWN)

Activity	Principals			Teachers		
	Recognized		Not Recognized	Recognized		Not Recognized
	Unaided	Aided		Unaided	Aided	
1. Personal Community					70	25
2. Non-Personal Community	10			8	41	54
3. Counselors		44	50		37	54
4. Counselor Support	8					
5. Multi-Ethnic Curriculum					40	50
6. Non-Ethnic Classes and Materials	39					
7. Teacher Training	45		14	23		32
8. Teacher Aides					60	
9. Student Programs				32	44	
10. Busing				a	a	a
11. Remedial Personnel					74	22
12. Remedial Programs						
13. Planning			60	a	a	a
14. Administrative Personnel	4		50	a	a	a
15. Materials				a	a	a
16. Facilities Improvement				a	a	a
17. Others				a	a	a
Average	24	67	25	19	54	37

a. Not asked of teacher.

considerable knowledge of the program. However, the relatively large number of respondents who were not aware of the activities is of interest--particularly for the principals. The teachers were selected to include those involved and those not involved so one would expect many teachers not to know of certain activities.

Two of the activities that the principals knew the least about were the planning activity and administrative support personnel. These may well have impacted more at the district level than at the school level. The principals tended to know more often about the teacher training activities. The teacher training activities were recognized significantly more often by both teachers and principals when unaided. The non-personal community activities were recognized significantly less often by both respondents unaided. It is interesting that the counseling activities, one of the better activities, has only a 50 percent recognition rate for both respondents.

There seems to be a pattern among the better, neutral, or worse activities that could have affected their mention as being associated with positive change. The teacher training activities were the ESAP activities most often recognized by both respondents. The conclusions concerning this activity are thus associated with a great knowledge of the activity. With regard to the counseling activities with lower recognition rates it is possible to argue that the findings are less conclusive than they might be. If these activities had been more visible, perhaps more respondents would have cited them. However, the findings we have observed reflect this low visibility, and they must be viewed in the light of the respondent's imperfect knowledge of the existence of certain activities.

A Check On Director and Principal Responses With OCR and ASPE Data

To assist in the analysis and to avoid asking for data that already existed, much supplementary data on the districts and schools were obtained from the Office of Civil Rights (OCR) and the ASPE Priority Level Analysis of the Desegregation Program (December 1970), conducted by the Office of the HEW Assistant Secretary for Planning and Evaluation. These included the percent of students reassigned and the percent minority in the LEA and in the sampled school's student body. It was thought useful, however, to solicit some of the same information during our interviewing phase to check on the accuracy of these data and on respondents' answers.

For the directors, the comparison was made on the percent minority in the LEA, and for the principals, the percent minority in the school. If the two data elements were within ten percent of each other, a match was assumed. For both types of respondents, a nine percent mismatch rate was observed. On this basis, one can conclude that there is a great consistency in response, and that the responses are, by and large, accurate.

Effectiveness of DHEW Technical Assistance

One of the questions USOE asked to be investigated was the effectiveness of the direct help given by regional staff to LEAs in the planning and operation of ESAP projects. From our sample of 252 directors only 23 percent responded to our questions by stating that they had received technical assistance for any aspect of their ESAP project. Obviously, this applies only through the date of our interviews, March-April. Since the technical assistance is provided regionally it will be examined on that basis, as well as in total. Table 9-7 shows the regional differences in the number of projects receiving assistance and percent of projects receiving assistance.

It is apparent from the data that the incidence of the technical assistance program was not wide spread. In terms of coverage, Region VI appeared to be doing a better job of reaching its projects. The assistance it provided went to 26 projects which made up almost half the LEAs in our sample from that region. In contrast, Region IV only provided assistance to 14 percent of their districts. The low figure of 14 percent in Region IV may be attributed to the fact that this region contained about two-thirds of the total districts funded and their staff may have been swamped with the great influx of applications and requests for help and therefore could not effectively handle them as well as the other regions. Based upon information provided by the Washington Office of DEEO, the size of the staff able to provide technical assistance for Regions III, IV, and VI were 10, 17, and 12, respectively all of whom worked about 75 percent of their time on ESAP. As shown in Figure 9-17, Region VI still appears to have done the best job in reaching districts. Region III reached a low number of its projects, particularly in light of its available staff.

Table 9-7

SUMMARY OF INCIDENCE OF TECHNICAL ASSISTANCE, BY REGION

HEW Region	Total Projects Awarded	Total ESAP Projects In RMC Sample Receiving Technical Assistance		ESAP Project Receiving Technical Assistance Per Regional DEEO Staff Member
		Number	Percent	
Region III (Philadelphia)	71	8	33	0.8
Region IV (Atlanta)	574	24	14	1.4
Region VI (Dallas)	243	26	47	2.2
Total *	888	58	23	---

* Twelve other projects were awarded in other regions.

In addition to the above information, data were collected on the respondent's view of the effectiveness of the technical assistance provided by DHEW up to the interview date. Each director was asked about three specific areas of assistance and was asked to rate each on a four item scale ranging from extremely effective to not at all effective. The three areas of assistance were preparation of project applications, swift action (turn around time between submittal of application and receiving grant approval), and assistance in planning and operation. Table 9-8 shows the percentages of directors answering extremely or very effective to these questions by DHEW region.

Table 9-8

REGIONAL DIFFERENCES IN PERCENT OF ESAP DIRECTORS
RATING THREE TYPES OF TECHNICAL ASSISTANCE
AS EXTREMELY OR VERY EFFECTIVE

Types of Technical Assistance	Region			
	III	IV	VI	Total
Project Application** Preparation	88*	54	85	72
Swift Action	83	84	86	84
Planning and Operation**	62*	58	73	66

* Based upon a sample of only 8 LEAs.
** Percentages based only on LEAs receiving technical assistance.

This table shows a consistent satisfaction with the swift action in processing the grant application. Directors in Region IV, however, were relatively less pleased with the assistance provided in project application preparation and operation.

When the reader considers overall regional differences, Region VI certainly appears to have had the best program since they led in almost every category. The overall program was well accepted by those receiving assistance but should probably have covered a large number of ESAP projects.

Assistance that could be attributed to specific types of activities tended to be small as only 139 of the sampled activities were involved, 12 percent of the total. The largest share of technical assistance went to the curriculum revision and teacher preparation activity groups as shown in Table 9-9.

Table 9-9

PERCENT OF TOTAL TECHNICAL ASSISTANCE BY ACTIVITY GROUP

Type of Activity Group	Percent of Total Assistance
Special Community Activities (1, 2)	14
Pupil Personnel Activities (3, 4)	14
Curriculum Revision Activities (5, 6)	20
Teacher Preparation Activities (7, 8)	18
Student-Student Activities (9)	7
Busing (10)	4
Compensatory/Remedial Education (11, 12)	4
Other (13-17)	19
Total	100

A Chi-square test shows that the distribution of DHEW technical assistance by activity group is not significantly different from the distribution of the occurrence of these groups among the school districts in the sample. This indicated that no particular type of activity received or required more technical assistance than another.

In addition to examining technical assistance in total, the type of assistance received was investigated. Table 9-10 shows that over 60 percent of the assistance that was received was for grant application preparation, planning, and ideas.

According to these results very little technical assistance had been received once the projects were ready for implementation. Most of this was in the form of general ESAP advice.

Table 9-10

PERCENT OF TOTAL TECHNICAL ASSISTANCE BY TYPE OF ASSISTANCE

	Percent Total Assistance
Preparing Application	35
Planning/Ideas	27
Implementation	4
General ESAP Advice	19
Budgetary Advice	8
Other	7
Total	100

The principals were also asked if they knew of any technical assistance received; only three percent answered positively. At first glance, this doesn't compare well with the 24 percent of directors answering positively, but most of the assistance provided was for grant application preparation and planning. Only half of the principals had indicated participation in this phase and their degree of involvement may not have been heavy.

Conclusions

All-in-all, the technical assistance was preceived as helpful by the one quarter of districts that had received it. Over 60 percent of the assistance was for application preparation or project planning and ideas. There was strong agreement that the regional office did very well in quickly processing (and approving) ESAP applications--as was the goal of HEW when faced with the very late funding by Congress. Of course, some of the later ESAP problems might have been lessened if more care (therefore more time) had been taken during the examination of the proposed LEA activities.

There are also trends between regions, but larger samples are really needed to show anything definitive. Region VI emerges best based upon both degree of coverage and perceived effectiveness. Region III was lowest on coverage in relation to its staff size, but Region IV provided assistance to the lowest percent of its projects. Region IV was also judged least effective by project directors.

Surely the large number of projects in Region IV, relative to available staff, was a contributing factor to its low relative performance. HEW should have arranged to provide additional staff or other special assistance. Informal reaction from the RMC field staff based upon the degree of support received and the apparent disorganization, confirm the relative positions of the three regional offices.

STUDENT RESPONSES

Up to this point the responses from the student questionnaires have not been completely discussed. The survey instrument for this group of respondents was quite different from the other three instruments and is, therefore, not easily integrated into the analysis. This section presents the findings from the student interviews other than those which were incorporated into the analysis of ESAP program impact in Chapters 6 and 7.

The difference in instrument design stemmed in large part from the fact that it was necessary to administer the questionnaire to children in the upper elementary grades as well as to older students. A short and simple design was desired. Many of the same types of questions were asked the students as were asked other respondents, such as expectations, change in feelings, cause of change, etc., but the various groups of questions were shortened and put in a different format. In addition, the skip pattern allowed responses on several questions only for students who were attending schools with both black and non-black students for the first time. Thus the sample size for the change questions was markedly reduced. Only 25 percent of the students were found to be attending an integrated school for the first time. The breakdown was

11 percent for the non-black students and 46 percent for the black students. These values support the findings with regard to the definition of a shift in racial mix discussed in Chapter 5. In Figure 5-3, there was a striking number of formerly all black schools that were desegregated.

Student's Knowledge of Desegregation Programs

The students were asked if they were aware of anything new going on in their school this year with regard to several areas related to desegregation. The recognition by school type parallels almost exactly the relative frequency of ESAP activities in the schools. Table 9-11 shows the results. There were more activities in the secondary schools and the secondary school students evidenced the highest degree of awareness of something new. Some differences in the response rates were noted. The students of teachers who were directly involved in the ESAP activity were significantly more aware in both the elementary and secondary schools, but not in the mixed grade schools. Also students in the schools experiencing a shift in racial mix were somewhat more aware in the elementary and secondary schools, but not in the mixed schools. The size of these differences was about three percentage points above and below the averages shown.

Table 9-11

PERCENT OF STUDENTS SAYING
THAT THEY WERE AWARE OF SOMETHING NEW
GOING ON IN THEIR SCHOOL
WITH REGARD TO DESEGREGATION

	School Type		
	Elementary	Mixed	Secondary
Percent Aware	24	26	34
Activities Per School	3.20	3.36	3.82

Table 9-12 shows results by area of activity. For some areas there is a consistent knowledge by all students. For others, such as counseling, black studies, and busing, the elementary students say that they are aware of something going on far less often than the older students. With regard to student activities, the secondary school students again are much more knowledgeable than the younger students.

These findings parallel very closely the incidence of ESAP activities in the various types of schools. For instance, counseling and counseling support are not commonly found in elementary schools. The student-student activities are found more often in secondary schools. The same is true of ethnic classes and materials

Table 9-12

PERCENT OF STUDENTS SAYING THAT THEY WERE AWARE OF SOMETHING NEW GOING ON IN THEIR SCHOOLS IN THE INDICATED AREAS BY SCHOOL TYPE

Area	School Type		
	Elementary	Mixed	Secondary
Teaching Methods	34	37	33
Help For Slow Learners	50	55	51
Teacher Aides	20	25	22
Bus Transportation	23	31	34
Black Studies	9	18	23
Counseling	5	12	24
Student Activities	20	26	39
Parent Information	20	23	25
Total	24	26	34

(see Table 5-4). Indeed, when the percent of students saying that something was going on was examined with regard to specific activities, the remedial programs were present to a much greater extent in the schools in which new programs related to helping slow learners were recognized. The same thing occurred for the busing and student activities which evidence large differences in Table 9-12. Thus the students, although not specifically asked about ESAP activities show a differential awareness pattern similar to the mix of activities in the schools.

Opinions of Student Respondents

Sixteen opinion questions were asked of the students. The results were analyzed according to race, degree of shift in racial mix, and school type. The differences due to school type were negligible. Only in the instance of citing that "black students stick together more often" was there a trend. Black students in the elementary schools said that this statement was true more often than the non-blacks, while in the mixed and secondary schools, the non-black respondents answered true to a significantly greater extent.

The degree of the shift in racial mix in the respondent's school was observed to have a significant impact for several of the opinion questions, but usually also in combination with a racial effect. The only instance of the singular effect of integration change was on the opinion, "most students like to come to this school." Students in the large shift schools answered this statement true far less often than those in the relatively unchanged schools. There was no racial bias in the responses to this question.

There were four opinion questions which exhibited a combined effect of racial mix shift and race. When asked if white teachers were having trouble teaching black students, the black students in the schools with large relative shifts answered "true" far more often than did the black students with little or no shift in racial mix. When asked if this school was very different now as compared with September 1970, the black students in the schools which had a large racial mix change said "true" more often than they did in schools which did not have a large racial mix change. Non-blacks saw less change--a finding supportive of the previously described results concerning expectations and the perception of positive change. Again, blacks in the racially shifted schools said more often than the black students in the schools without the racial shift that there was not much school spirit this year. With respect to friendships, non-black students in the more stable schools answered more often than the non-black students in the schools with a relatively large racial shift that they had at least one black friend in the school.

Several of the opinions showed only a racial bias. For instance, non-blacks answered "true" more often than blacks to the statement that the black students had at least one white friend in school. They also thought that the white teachers were treating the black students the same as whites more often that the black students thought this. These racially-oriented responses are in line with other findings in this study.

The instances where the blacks gave significantly more "true" responses were "riding the bus with white students has helped whites become more open-minded," "black students were more open-minded about white students after riding the buses together" and "students were cooperating more as time went on." Thus the black students sense a change in student-relationships much more than non-blacks. The non-black students, however, thought that the teachers were more interested in non-blacks than blacks.

Finally, several opinions showed no apparent affect due to race or degree of racial mix shifts. These were "most students ride the bus to school," "white students stick together," "black teachers treat white students the same as they treat black students" and, "black teachers were having problems teaching white students this year."

RESULTS OF BRAC QUESTIONNAIRE

This section presents the findings of the BRAC survey. It covers all BRAC responses together as well as discussing only those BRAC responses from the 252 sampled LEAs. This permits an integration of the findings with the results of the other survey instruments.

Coverage

When DHEW originally funded the school districts, each was required to have a Bi-Racial Advisory Committee made up of 50 percent minority and 50 percent non-minority members. These committees were formed to advise the LEA in policy matters regarding the carrying out of the ESAP Project. For the purpose of supplementing our data base obtained in the Phase I sample, known members of all Bi-Racial Advisory Committees were sent a four-page questionnaire to be filled out and returned to RMC. Names and addresses of all BRAC members were solicited from 899 LEAs receiving ESAP funds. After one follow-up request, 733 had returned usable lists. One hundred and twenty-seven did not respond to our request; 24 returned only partial information or the returns arrived too late to be used in the survey; and 15 refused to send a list for a variety of reasons.

From our list of 733 committees, we mailed out a total of 8,614 questionnaires. Two thousand, nine hundred and thirty-five of these went to committee members in 239 of the 252 LEAs in the Phase I sample, and 5,679 went to committee members in the non-sample LEAs.

Three weeks after the first BRAC mailout, a follow-up letter and questionnaire were sent to the members in those LEAs which were included in our Phase I sample. Approximately 1,400 questionnaires were sent in this follow-up mailout. The receipt of questionnaires was closed out two weeks later.

Response Rate and BRAC Committee Size

The overall response rate of 41 percent (or 3,502 questionnaires) was not unusual for this type of survey procedure. A total of 1,519 responses were from LEAs included in the Phase I study (with 421 of these attributed to the follow-up mailout), for a response rate of 52 percent.

At least one response was received from all but 35 of the committees, and only four of these were in LEAs sampled in the Phase I study. The overall response rate among states varied from 31 to 49 percent. The distribution of responses from each

LEA is presented in Figure 9-1. This figure shows that almost half of the LEAs had five or more respondents. Over 95 percent of the committees had at least one person responding.

Assuming that the list of names that the LEAs returned was complete, Figure 9-2 shows the committee size distribution. It is apparent from this figure that committee size has a high variation--also that the number of committees with an even number of members far exceeds those committees with an odd number of members. It should not be overlooked, however, that almost 18 percent of the committees cannot have an exact minority/non-minority balance of 50/50 since they have an odd number of members. The racial distribution of respondents is shown in Table 9-13.

Table 9-13

RACIAL DISTRIBUTION OF MEMBERS
RESPONDING TO BRAC QUESTIONNAIRE

Black	White	Spanish Surnamed	Other
1493	1802	25	32

A Chi-square test on the minority and non-minority respondents is significant at the 95 percent level which indicates that the respondents were predominantly white. One hundred and fifty respondents, however, did not indicate their race on the questionnaire. Even if it is assumed that all of these respondents were from minority groups the Chi-square value is still significant at the 90 percent level.

Findings

When respondents were asked how many meetings had been held only five percent responded that none had been scheduled. Sixty-six percent of the respondents said between one and three meetings had been held while six percent indicated that at least eight had been held. Since the questionnaires used categories of numbers

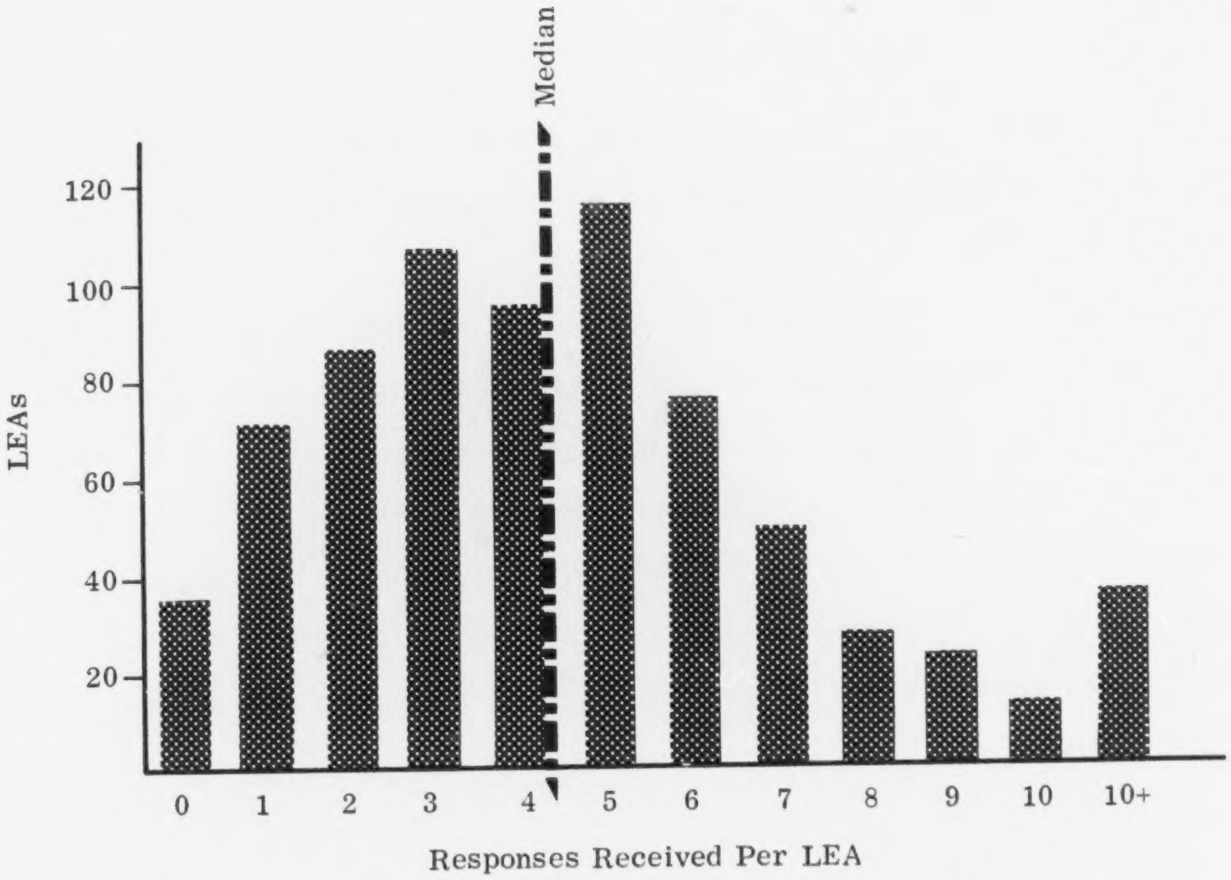

Figure 9-1: RELATIVE FREQUENCY OF NUMBER OF RESPONSES FROM LEAs TO BRAC QUESTIONNAIRE

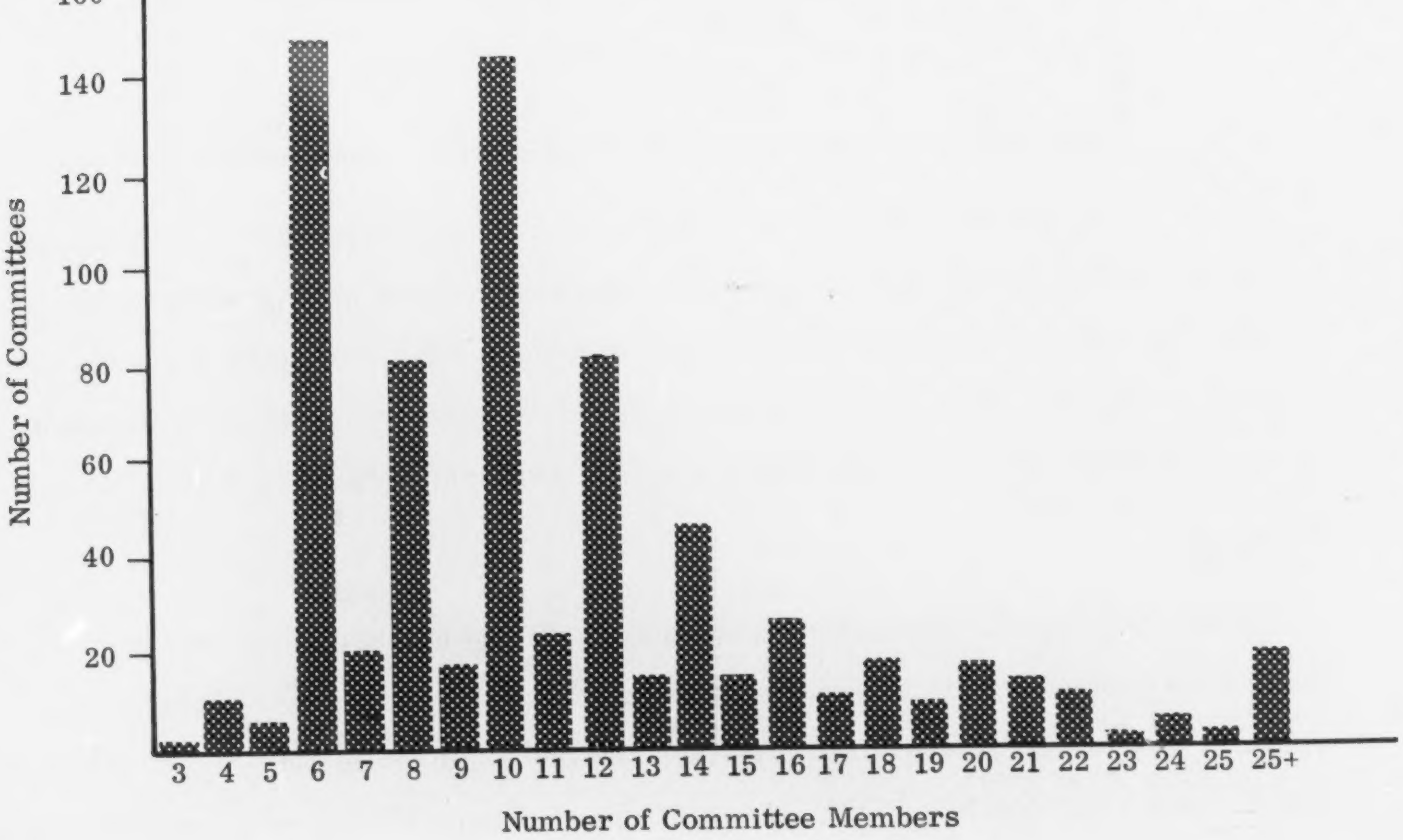

Figure 9-2: RELATIVE FREQUENCY OF BRAC COMMITTEE SIZE

of meetings rather than absolute value answers, only a rough estimate of the number held per committee can be made. This value is slightly over three. Attendance seems to be high, although again only a rough estimate can be made. This value falls just under three meetings per committee member. In any case we can be fairly certain that attendance is at least 70 percent which indicates a favorable amount of interest among members.

When the respondents were asked how important their committee was in the conduct of ESAP, two-thirds answered either extremely or very important. When this variable is analyzed by race of respondent, a racial bias, as shown in Table 9-14, is found.

Table 9-14

BRAC COMMITTEE'S IMPORTANCE TO THE CONDUCT OF ESAP BY RACE OF RESPONDENT

	Black	Non-Black
Extremely Important	33	17
Very Important	42	42
A Little Important	17	31
Not At All Important	8	10

These findings indicate that blacks feel that the BRAC is more important than non-blacks.

When the respondents were asked if their committee had helped solve ESAP operational problems and if they had advised school officials on policy matters, differences owing to race appeared again. Table 9-15 shows that seven percent more blacks than non-blacks said the committees had solved operational problems and that seven percent more non-blacks than blacks indicated that the committees had advised on policy matters. These differences are significant at the 95 percent level.

Table 9-15

PERCENT OF RESPONDENTS BY RACE ANSWERING POSITIVELY WHEN ASKED IF THEIR COMMITTEE HAD HELPED SOLVE OPERATIONAL PROBLEMS AND ADVISED ON POLICY MATTERS

	Black	Non-Black
Operational Problems	74	67
Policy Matters	70	77

Two questions on the BRAC questionnaire sought to find out how knowledgeable the respondents were concerning ESAP. We first asked them to place their ESAP grant size into one of seven categories. For those respondents in the LEAs in the Phase I study, we were able to check responses against responses in ESAP director questionnaires. Twenty-five percent of those responding to the question said they didn't know while 57 percent indicated the correct category.

The second knowledge question asked the respondents to indicate, from a list, which ESAP activities were taking place in their districts. The average respondent failed to mention 40 percent of the activities taking place. The highest incidence of incorrect answers was for the special community activities and the lowest incidence was for the teacher preparation activities. These rates were 55 percent and 23 percent respectively. One can conclude that the BRAC members' knowledge of their ESAP project is certainly less than perfect although similar to that of the teachers.

The BRAC questionnaire contained a series of five "change" questions similar to those used in the other Phase I instruments. The respondent was asked to indicate if there had been a positive change, negative change, or no change at all in their school district for the following areas:

- relations between students of different races,
- school community relations,

- relations between faculty and students of different races,
- classroom performance of black students, and
- classroom performance of white students.

No analysis of the extent of collective response was made as was made with teachers to determine consistency and thus change "measures." When the responses to these five change questions are compared by the urban/non-urban designation for the respondents' LEA, significant differences appear as shown in Table 9-16. The difference, when all measures are totaled, is 17 percentage points, which indicated that more change has been perceived by respondents in the non-urban LEAs.

Table 9-16

PERCENT OF RESPONDENTS ANSWERING POSITIVELY TO FIVE SELECTED CHANGE MEASURES BY LEA URBAN/NON-URBAN DESIGNATION*

Area of Change	Urban	Rural
Student Relations	69	79
School-Community Relations	49	69
Faculty-Student Relations	68	79
Classroom Performance--Black	52	70
Classroom Performance--White	38	51
All	57	74

*All differences are significant with 95-percent confidence.

These five areas of change were also used to test for differences in short- and long-duration activities in a manner like that followed in Chapter 8. The results are shown in Table 9-17. The figures shown are the significant differences in the incidence of respondents mentioning positive change between districts with long-duration ESAP activities and districts with short duration ESAP activities. All significant differences shown, except for the apparent negative effect of pupil personnel activities on school-community relations, support the fact that the longer operating projects bring about more perceived positive change. This finding is similar to that found earlier with regard to the better ESAP activities shown in Chapter 8.

Table 9-17

SIGNIFICANT PERCENTAGE POINT DIFFERENCES BETWEEN ANSWERING POSITIVELY TO FIVE SELECTED CHANGE MEASURES FOR LONG AND SHORT DURATION ESAP ACTIVITIES

ESAP Activity Group	Change Measure					
	Student Relations	School Community Relations	Faculty Student Relations	Classroom Performance Black	Classroom Performance White	Total
Community Programs						
Pupil Personnel		- 16				
Curriculum Revision					+ 25	+ 9
Teacher Preparation	+ 14		+ 19			+ 11
Student Student			+ 21	+ 34	+ 33	+ 18
Busing						
Compensatory Education				+ 25		+ 9
Other						

Another variable analyzed in depth was the question indicating whether the respondent has a child attending a public school in the district. Sixty-five percent of the sample answered affirmatively, but when this factor was used as an independent variable in several analysis tables, no significant differences appeared. Thus, if one concludes that having a child in the school system makes one more involved, this factor did not influence the above findings.

While it is not known how involved the BRAC members were, the results of this analysis tend to support the findings of the other parts of the analyses. The only real difference is the urban/non-urban difference shown in Table 9-16.

SUMMARY

With regard to project management, almost all of the project directors wore other hats. Over half were also the district's superintendent while another 40 percent were the district's administrator of other federal programs. Only 12 percent of the directors were black, the black directors being found more often in the larger districts.

Ninety-three percent of the directors and 72 percent of the principals claimed to be involved in either the planning or implementation phases of their district's ESAP project. Principals, school board members, and superintendents were involved more in the smaller LEAs while assistant superintendents and other administrative personnel were involved more in the larger LEAs.

The directors cited a 28-percent participation by BRAC members, while the principals said that in only two percent of the cases that BRAC members were involved. A similar finding of interest is that only 14 percent of the principals said that the project director had been involved in the planning or implementation of the ESAP project.

Activity selection was examined relative to the director's view of the best and worst areas in his district. While cause-and-effect cannot be established the activities picked seemed to have supported the best areas (e.g., student activities were picked where student relations were good) and to have been aimed at improving the worst areas (e.g., administrative personnel picked more often when attendance was cited as the major problem area).

There seemed to be a tendency to allocate the activities to all schools in a district. With the exception of the remedial personnel and facilities improvement activities, which showed a tendency towards being tailored for a specific school's need, most activities were found in all or almost all of the schools visited in an LEA.

Almost 90 percent of the directors thought that their project was very closely related to desegregation as opposed to about 70 percent of the principals. These figures match very closely the degree of participation in the planning of the ESAP project.

Forty percent of the principals had experienced some difficulties with carrying out their ESAP activities. Most sought and received assistance from their supervisor. Teachers experienced the same degree of difficulty but went less often to the principal for assistance. There were no significant barriers due to the principal being of different race. However, black teachers sought help less often than non-blacks in the predominantly non-black districts.

The start-up difficulties were predominantly those associated with time and the problems of obtaining qualified personnel. Twenty-five percent of the directors cited no start-up problems.

The next major area of interest was verification. Seventy-eight percent of the projects were funded at the same level as indicated in the grant application on file at the OE national office. For 74 percent of the activity groups, a match was found between what the director said and what was in the application. It seems that the less effective activities were dropped in favor of the more effective areas. Only 37 percent of the LEAs had a breakdown of the ESAP grant among activity groups that matched their grant. Thus considerable change was observed.

Unaided the principals could only name 24 percent and the teachers only 19 percent of the ESAP activities in their school. About 60 percent of those who did not mention the activity unaided recognized it when aided by the list of the projects in their school. Still, some 25 percent of the activities went unrecognized by principals and 37 percent by the teachers. The teacher training activities were well known by both respondents while activity 3, counseling, was largely unrecognized.

Certain OCR and ASPE provided data were checked by asking for the same values from respondents. In both instances, for only nine percent of the cases was a difference in excess of ten percent found.

Technical assistance was found to be a relatively rare event--only 24 percent of the projects had received any. Most of this was for assistance in preparation of the grant application. Region VI (Dallas) emerged best in relation to both coverage and perceived effectiveness criteria.

The students were found to be aware of the ESAP activities in proportion to their existence in the school. There was a tendency for the students of teachers heavily involved in ESAP to be more aware of something new going on in the school.

With regard to the opinions of the students, many differences in response were found. Students of both races expressed concerns about attending newly integrated schools. Black students said that white teachers were having trouble relating to them far more often than mentioned by non-blacks. However, the other case--black teachers relating to white students--showed no racial differences. The black students saw more change--in accordance with their more negative overall expectations. The black students seem to be sensing changes for the better in interracial student relationships more than non-blacks.

Responses to the BRAC questionnaire were received from about 40 percent of the BRAC members. There were somewhat more non-black respondents than black respondents returning questionnaires. An average of three meetings of the BRAC had been held with apparently high attendance by members. More blacks indicated that their committee had been called upon to solve operational problems while more non-blacks said that the committee had been used to assist in policy matters. Twenty-five percent of the BRAC members did not know the size of their ESAP grant. Also the average respondent failed to mention 40 percent of the activities taking place in this district. BRAC members in the non-urban districts tended to cite more positive change than did those from urban areas. The impact of activity duration was examined with several significant positive associations being observed. The BRAC findings, thus, tend to support the findings of the other respondents, particularly in the area of the impact of duration.

10

THE MEANING OF THE FINDINGS

INTRODUCTION

While the previous chapters have analyzed the survey findings from several points of view and sought answers to several related questions, it is important to put all these results together before making conclusions about the impact of ESAP.

RMC wants to emphasize the many consistent patterns that were observed, since we believe that such consistency leads to even more confidence in the results than would be produced by any particular inferential analysis alone.

DISCUSSION

There seem to be many consistent patterns in this analysis. The first is the consistent relationship between positive response rates and position. For both positive perceived change and attitudes, the directors were more optimistic than principals, who gave more positive responses than teachers. In the areas where student results were comparable, they were least positive of all. Nevertheless, 30 percent of the students still perceived change for the better since the beginning of the school year. The consistent negative relationship between expectations and perceptions of positive change for both races is certainly an important finding, both in its own right and as an explanation of other relationships observed by our survey. Consistency of these types increases the confidence that can be placed in the results of a retrospective study such as this.

With regard to the overall impact of ESAP, several techniques led to the conclusion that there was, most likely, only a small positive impact. In Chapter 6 the associations with positive change showed this, as did the relative mentions of specific ESAP activities. In Chapter 7, when many more positive and negative associations with specific activities than expected were found, 13 were positive and 7 were negative--again a small, possibly positive, overall impact. In Chapter 8, when duration was examined, there was a small positive impact due to the length of time that an activity had been implemented--the longer the better for the better and neutral activities. Thus, this consistent pattern holds.

For the activity-specific analyses, certain activities do seem to be better than others. Counseling, counseling support, and remedial programs were positively associated with perceived positive change; they were mentioned more often when present in the school, they were not mentioned as being associated with negative change, and the responses to their sets of attitude questions were strongly positive. Teacher training, on the other hand, had a negative relationship with positive perceived change, was not mentioned more often as contributing to positive change, was mentioned proportionately as being associated with negative change, and had a generally poor showing in the attitudes and opinions. The neutral activities generally had cancelling effects on these four variables. Thus, here is another pattern which cannot be ignored.

There were also many significant agreements among types of respondents about particular relationships. For example, the students and teachers seemed to agree that the black teachers were faring somewhat better than the white teachers in interracial classroom situations. The responses to the black-white questions often had strong racial differences, but with regard to black teacher-white student situations, the differences were largely absent. Thus, respondents of both races saw the same thing. Black teachers saw themselves as more willing to adopt new teaching techniques and this was confirmed by the perceptions of principals and other teachers. The black teachers had more experience both in teaching and in teaching in an integrated environment than the whites. Teacher training was willingly received, but it consisted primarily of basic skills and it was conducted by predominantly white consultants. Thus, the poor showing of teacher training may have been caused by the lack of normally more positive responses from the answering blacks. Thus, we see that white and black respondents can apparently discern differences in interracial behavior and attitudes independent of their own race.

There was a consistent pattern of the closer that a respondent was to the classroom, the less he knew of the specific ESAP activities. This was shown in Chapter 5 and 9 for all four respondent groups. In addition, the BRAC members could not describe their project by specific activity categories, even though they felt that they were playing a major role. Considerable change in implementation was found which may have contributed to this lack of knowledge of ESAP.

It is significant to realize that the major results were consistent in several dimensions--across the districts and schools surveyed, across the various measures utilized, and across the several types of respondents interviewed. Considering the complex situation we are examining, such patterns would be very unusual if there truly was no effect of the activities conducted under ESAP.
activities conducted under ESAP.

Another implication flows from the persistence of the impact of certain activities across varying conditions, and these in turn lend further confidence to the existence of the impact itself. One important factor is that the types of ESAP activities that were apparently successful, were successful independently of school or district demographic characteristics. If success were highly dependent on particular local characteristics, the results would be greatly different from one site to another and the effect of a particular type of activity would not have been expected to emerge from the mass of data at all.

All in all, there exist enough patterns throughout the analysis to establish the fact that certain ESAP activities may well have had an impact. Respondents of all positions and of both races were answering together with regard to several important aspects of ESAP. Overall, the impact was small, but a different mix of activities may well have produced more encouraging results.

APPENDIX A

LIST OF THE 252 LEAs INCLUDED IN THE PHASE I SURVEY

APPENDIX A

INTRODUCTION

This appendix lists, alphabetically by state, the 252 LEAs included in the Phase I sample survey. In addition to the LEA's name, the urban/non-urban designation, budget size category, number of ESAP activities, percent of minority students in the LEA, and the number of schools sampled are included. The identification number included is that obtained from the OCR data base. In general, the lower the number the earlier the LEA requested an ESAP grant. The urban/non-urban designation relies on a definition of a significantly urban area as an SMSA with a population of 200,000 or more. A school district was placed in the urban category if it was located in a county that was listed as an SMSA 200,000 in the City-County Data Book. The percent of minority students for each LEA was obtained from the ASPE Priority Level Analysis, Desegregation Program, December, 1970. Table A-1 defines the grant size code.

Table A-1

Grant Size Code	Grant Size Range
1	Over $1,000,000
2	$500,001 to $1,000,000
3	$200,001 to $ 500,000
4	$100,001 to $ 200,000
5	$ 50,001 to $ 100,000
6	$ 25,001 to $ 50,000
7	Under $ 25,000

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Alabama						
Anniston City	433	NU	5	46	3	5
Baldwin	774	U	4	26	4	4
Bessemer City	841	U	4	63	12	5
Birmingham City	581	U	2	53	15	9
Calhoun	580	NU	6	12	3	2
Colbert	429	NU	6	23	3	5
Dale	403	NU	7	19	2	3
Decatur City	400	NU	6	16	3	5
Demopolis City	007	NU	6	43	3	2
Elba City	005	NU	7	28	4	1
Elmore	745	NU	5	35	1	1
Escambia	747	NU	5	31	4	2
Lee	398	NU	5	47	5	4
Limestone	393	NU	6	24	2	4
Montgomery	665	NU	3	43	5	5
Pickens	776	NU	5	53	6	4
Selma City	656	NU	4	55	12	5
Sylacauga City	392	NU	6	32	7	3
Talladega	579	NU	5	42	2	5
Tallapoosa	663	NU	6	45	8	4

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Arkansas						
Blevins	710	NU	7	46	1	1
Brinkley	698	NU	6	46	3	1
Clarendon #6	258	NU	7	41	1	1
Desha Central	874	NU	7	59	4	1
Desha County	619	NU	7	84	1	2
Desha-Drew	478	NU	7	75	3	1
Eudora	255	NU	7	66	2	2
Helena-W. Helena	253	NU	4	56	2	6
Lakeside #1	251	NU	6	59	2	2
Lonoke #1	470	NU	7	36	2	1
McGehee	469	NU	7	46	2	1
McNeil	468	NU	7	60	1	1
Norphlet #50	603	NU	7	31	3	1
Pine Bluff	613	NU	4	43	5	4
Plum Bayou	599	NU	7	80	2	2
Saratoga	390	NU	7	45	2	1
Wabbaseka	696	NU	6	83	5	1

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Florida						
Brevard	049	NU	5	12	3	3
Broward	830	U	2	25	6	3
Columbia	048	NU	6	31	4	5
Dade	370	U	1	44	12	16
Desoto	838	NU	7	31	1	3
Dixie	690	NU	7	19	1	1
Duval	053	U	2	29	16	3
Escambia	244	U	3	29	10	3
Gadsden	040	NU	4	72	6	3
Hendry	054	NU	7	36	2	1
Hillsborough	378	U	3	26	3	6
Jefferson	240	NU	6	64	3	2
Lee	238	NU	5	21	12	3
Levy	438	NU	7	36	3	3
Marion	443	NU	5	37	5	3
Palm Beach	376	U	3	30	7	3
Pinellas	042	U	4	17	1	4
Polk	444	NU	3	23	4	8
Sarasota	829	NU	6	15	1	3
Seminole	381	U	5	23	4	3

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Georgia						
Americus	458	NU	6	55	3	4
Atkinson	423	NU	7	40	2	1
Atlanta	449	U	1	64	17	16
Baker	112	NU	7	67	4	1
Berrien	266	NU	7	18	4	4
Bibb	267	NU	3	42	6	5
Buford	271	U	7	28	2	2
Burke	410	NU	5	71	8	5
Cartersville City	408	NU	7	23	1	2
Chatham	446	NU	3	41	3	3
Cobb	462	U	6	50	2	4
Cochran	107	NU	7	35	2	1
Colquitt	464	NU	6	31	1	2
Columbia City	104	NU	6	28	3	4
Crawford	094	NU	7	66	1	1
Dougherty	103	NU	3	40	14	4
Early	092	NU	5	59	3	2
Echols	101	NU	7	37	1	1
Effingham	091	NU	7	36	3	2
Floyd	675	NU	7	7	2	1
Glynn	277	NU	4	30	1	4
Grady	278	NU	6	47	2	4
Haralson	419	NU	7	8	1	3
Hogansville	075	NU	7	35	1	1
Jones	289	NU	6	46	3	1
LaGrange	287	NU	6	40	3	6
Lincoln	282	NU	6	59	4	1
Monroe	082	NU	6	57	3	1
Morgan	086	NU	6	52	2	1
Peach	823	NU	6	58	2	4
Pelham	233	NU	7	48	5	2

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Georgia (continued)						
Pierce	088	NU	7	23	1	1
Randolph	297	NU	7	70	4	1
Richmond	689	U	3	38	2	2
Rome	291	NU	6	32	9	5
Twiggs	126	NU	6	65	2	3
Walker	124	U	7	7	1	1
Washington	263	NU	6	70	3	2
West Point	260	NU	7	57	2	2
Wheeler	298	NU	7	47	1	2
Wilkes	303	NU	6	59	3	2
Winder City	301	NU	7	34	2	1

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Kentucky						
Paducah	817	NU	7	23	3	6
Louisiana						
Avoyelles	755	NU	5	38	2	4
Bienville	880	NU	5	58	5	6
Catahoula	483	NU	6	34	2	4
Claiborne	730	NU	5	62	1	2
Concordia	732	NU	5	46	6	4
East Baton Rouge	729	U	2	38	10	8
Iberia	624	NU	4	34	3	3
Iberville	637	NU	4	64	2	3
Jackson	484	NU	6	41	3	5
Jefferson	706	U	3	24	7	3
Lafayette	622	NU	4	25	11	3
Morehouse	884	NU	5	53	2	3
Orleans	623	U	1	70	9	16
Ouachita	565	NU	4	26	6	4
St. Landry	713	NU	3	58	7	4
Tangipahoa	621	NU	3	49	5	3
West Carroll	697	NU	6	27	4	4
Maryland						
Dorchester	232	NU	4	41	9	4
Prince Georges	300	U	2	17	11	3

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Mississippi						
Alcorn	585	NU	7	10	2	4
Carroll	586	NU	6	45	1	2
Covington	332	NU	6	45	1	2
Greenville	837	NU	4	56	4	3
Hinds	351	U	4	51	6	3
Jackson	229	U	1	47	3	16
Jefferson Davis	678	NU	5	61	3	2
Laurel	321	NU	6	46	3	5
Leflore	330	NU	5	83	1	4
Louisville	344	NU	5	50	4	2
Lowndes	425	NU	6	48	1	2
Madison	324	NU	6	79	2	2
Monroe	316	NU	7	18	1	1
Moss Point	835	NU	5	37	5	5
North Pike	386	NU	2	47	2	7
Oktibbha	338	NU	5	76	2	2
Pontotoc	583	NU	2	24	2	2
Senatobia	834	NU	7	50	3	1
Simpson	629	NU	5	42	4	2
South Panola	833	NU	5	55	4	2
South Pike	327	NU	7	67	6	1
Warren	872	NU	6	39	3	2

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
North Carolina						
Alamance	522	NU	5	22	7	3
Anson	369	NU	6	43	2	5
Brunswick	223	NU	6	40	6	4
Caswell	222	NU	5	70	7	4
Charlotte-Mecklenburg	526	U	2	32	8	16
Cleveland	528	NU	6	32	3	4
Cumberland	529	NU	4	24	3	5
Dowe	844	NU	7	15	2	1
Duplin	530	NU	4	44	4	4
Durham City	761	NU	3	58	8	3
Elm City	367	NU	6	63	4	1
Granville	686	NU	4	52	6	2
Halifax	218	NU	3	80	7	3
Harnett	724	NU	5	35	7	4
Iredell	359	NU	6	19	3	5
Johnston	145	NU	4	27	5	3
Kannapolis	763	NU	7	18	4	5
Kings Mountain City	356	NU	7	23	7	4
Lexington	354	NU	7	24	10	1
Martin	144	NU	4	54	7	3
Monroe	364	U	7	32	3	2
Moore	722	NU	5	34	8	4
New Bern	842	NU	5	37	4	5
Orange	518	NU	5	41	3	3
Pamlico	216	NU	6	45	6	2
Robison	361	NU	3	82	10	2
Sampson	353	NU	4	46	7	4
Vance	573	NU	5	54	4	5
Wake	509	NU	3	28	7	4
Wilson City	513	NU	5	46	3	6
Winston-Salem	514	NU	3	28	8	3

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Oklahoma						
McAlister	038	NU	7	13	2	6
South Carolina						
Aiken	206	U	3	30	5	4
Anderson #5	502	NU	5	22	3	1
Berkeley	203	U	4	39	5	3
Charleston	004	U	3	47	1	6
Colleton	500	NU	5	60	5	3
Dillon #2	199	NU	5	55	11	2
Florence #3	644	NU	5	57	2	5
Georgetown	818	NU	4	61	2	1
Greenville	195	U	3	23	11	9
Hampton #1	191	NU	6	50	6	1
Hampton #2	192	NU	6	80	3	4
Kershaw	189	NU	5	42	6	4
Laurens #55	839	NU	5	37	8	5
Lexington #2	651	U	5	13	2	1
Marlboro	647	NU	4	53	6	3
Orangeburg #2	501	NU	7	76	3	1
Orangeburg #5	184	NU	4	58	7	6
Orangeburg #6	116	NU	7	56	4	1
Richland #1	506	U	3	47	10	5
Spartanburg #7	852	NU	5	34	5	3
Sumter #17	592	NU	4	48	12	3

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Tennessee						
Bells City	014	NU	7	10	1	1
Chester	178	NU	7	20	5	1
Covington	017	NU	7	43	1	1
Fayette	770	NU	5	78	6	5
Humboldt City	021	NU	7	42	2	1
Jackson City	023	NU	5	43	8	1
Memphis City	766	U	2	55	25	16
Murfreesboro	028	NU	7	22	1	4
Nashville	176	U	2	24	4	16
Shelby	029	U	3	24	5	4
Watertown	718	U	7	15	1	1

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Texas						
Amarillo	480	NU	4	13	4	6
Brenham	540	NU	5	41	4	2
Carthage	539	NU	6	14	8	2
Centerville	789	NU	7	53	3	1
Crosby	172	U	6	51	7	2
Galveston	547	NU	4	60	9	3
Grapeland	634	NU	6	37	2	1
Hemphill	139	NU	7	40	4	1
Houston	799	U	1	47	12	16
Jacksonville	744	NU	5	30	6	4
Jasper	138	NU	6	41	3	1
Kilgore	549	NU	6	26	4	1
LaVega	802	NU	5	54	7	2
Leon	640	NU	7	40	2	1
Lubbock	167	NU	4	33	9	1
Lufkin	541	NU	5	31	5	6
Palestine	164	NU	5	40	3	4
San Antonio	639	U	1	73	11	16
South Park	808	U	4	34	7	5
Tatum	809	NU	7	47	2	1
Terrell	811	NU	6	46	3	2
Tyler	812	NU	4	30	8	3
Waxahatchie	636	U	5	34	6	3
West Sabine	132	NU	7	23	5	1
Wichita Falls	131	NU	5	19	5	3
Wilmer-Hutchins	535	U	4	64	5	4

Name	LEA No.	Urban/ Non-Urban	Grant Size Code	Percent Minority	Number of Activities	Number of Schools Sampled
Virginia						
Charlottesville	912	NU	6	23	4	6
Chesterfield	863	U	5	8	1	1
Dinwiddie	673	NU	5	52	6	5
Essex	572	NU	6	58	2	1
Hampton City	858	U	5	27	5	3
King George	783	NU	6	35	5	1
King William	740	NU	6	73	5	1
Mathews	056	NU	6	31	2	2
Nelson	057	NU	5	35	1	5
New Kent	861	NU	5	57	6	1
Norfolk	058	U	3	43	11	7
Northumberland	152	NU	6	55	1	3
Petersburg	567	NU	5	64	4	1
Pittsylvania	859	NU	4	44	7	3
Powhatan	060	NU	6	40	5	1
Prince George	061	NU	6	30	1	5
Richmond	149	U	2	71	9	8
Southampton	860	NU	5	72	4	5
South Boston (Halifax)	069	NU	4	52	4	4
Suffolk	070	NU	6	47	3	2
Sussex	782	NU	5	77	4	1

APPENDIX B

SAMPLE COPIES OF THE RMC SURVEY INSTRUMENTS AND SELECTED MARGINAL DATA

APPENDIX B

Included in this appendix are sample copies of the data collection instruments designed and used by RMC during the Phase I study. The five separate instruments are as follows:

- Interview Form for ESAP Project Director
- Interview Form for Principal
- Interview Form for Teacher
- Interview Form for Student
- Mail Questionnaire for Member of Bi-Racial Advisory Committee

It was also desired to provide raw data so that readers (and particularly other researchers) might make further use of the extensive data base if they wish. Full printouts of the several hundred cross tabulations (and the computer data tapes) that were prepared during the analysis have been turned over to the Office of Program Planning and Evaluation within USOE. As a further help, RMC has recorded as much data as feasible in the sample instruments of this appendix. The answers are enclosed within a rectangle along side each question. For most questions (except many open-ended and descriptive questions) the number of respondents who gave each particular answer is shown. For further value, the answers are given separately for black (B) and non-black NB) respondents where applicable. These numbers are the so-called "marginal data".

OMB 51-S71005
Approval Expires December 31, 1971

EMERGENCY SCHOOL ASSISTANCE PROGRAM QUESTIONNAIRE FOR PROJECT DIRECTOR

I. D. ——→ LEA ——→ Proj.

1	2	3	4	5	6	7	8	9	10	Col.	M	T	W	Th	F	S
								⑧	⑦	11 →	1	2	3	4	5	6

D

Q	State Code	
12	13	14
①		

Interviewer No. ☐ **Team No.** ☐ **Time Started** ☐

LEA: ____________________

____

Address: ____________________

____________________ **Zip:** ________

Respondent: ____________________

Date of Interview: ____________ **LEA Tel.:** ( )- ____________
Area Code

OE Form 121

1. As you know, this year many principals and teachers in your school district are working in a newly desegregated environment. Many school personnel have had previous experience in such a situation while others have had only limited practice in a desegregated school district setting. In any case, the situation poses a special set of circumstances which school personnel must deal with. Please think back to the beginning of the school year. (SHOW CARD "A") Please answer each question in terms of the scale on this card.

		B	N -B
1a. How easy or difficult did you think it would be for teachers of different races to develop good relations with each other?	Very easy	2	7
	Easy	13	107
	Difficult	15	94
	Very difficult	0	9
	Not applicable (Vol.)	0	0
	Don't Know (Vol.)	1	0
1b. How easy or difficult did you think it would be to overcome racial antagonisms between students which might cause problems in school or at organized school activities?	Very easy	1	5
	Easy	8	58
	Difficult	21	134
	Very difficult	1	17
	Not applicable (Vol.)	0	1
	Don't Know (Vol.)	0	1
1c. How about overcoming difficulties in community relations?	Very easy	1	2
	Easy	4	52
	Difficult	23	130
	Very difficult	3	32
	Not applicable (Vol.)	0	1
	Don't Know (Vol.)	0	0
1d. And, how about overcoming the problems of motivating students of both races to participate in classroom activities and discussions?	Very easy	0	3
	Easy	9	83
	Difficult	21	116
	Very difficult	0	13
	Not applicable (Vol.)	0	1
	Don't Know (Vol.)	1	1

		B	N-B
1e. How easy or difficult did you feel it would be for teachers to develop good relations with students of a different race?	Very easy	1	3
	Easy	14	113
	Difficult	15	95
	Very difficult	1	6
	Not applicable (Vol.)	0	0
	Don't Know (Vol.)	0	0
1f. And, how about overcoming the problems associated with academic gaps between the black and white students in the same classroom?	Very easy	1	0
	Easy	7	8
	Difficult	18	146
	Very difficult	5	59
	Not applicable (Vol.)	0	3
	Don't Know (Vol.)	0	1
1g. How about developing good relations between teachers and principals of different races?	Very easy	0	16
	Easy	20	150
	Difficult	11	46
	Very difficult	0	2
	Not applicable (Vol.)	0	1
	Don't Know (Vol.)	0	1
1h. How easy or difficult did you expect it would be for teachers and principals to work in a multi-cultural environment?	Very easy	0	2
	Easy	15	94
	Difficult	1	117
	Very difficult	0	4
	Not applicable (Vol.)	0	0
	Don't Know (Vol.)	0	0

2. Now, let's turn to something a little different (SHOW CARD "B"). Please look at the items on this card. Which do you feel has been the best area of performance in your district this school year? Now, which do you feel has been the biggest problem?

		Best Area		Greatest Problem	
		B	N-B	B	N-B
a.	Community relations	4	28	4	25
b.	Academic performance in an integrated classroom	1	14	6	91
c.	Teacher performance in a multi-cultural environment	5	33	2	15
d.	Interracial student to student relations..........	10	39	1	15
e.	Interracial student and teacher relations	0	23	4	5
f.	Interracial teacher to teacher relations	6	64	1	0
g.	Discipline	0	6	8	44
h.	Attendance..	5	9	5	22

CHECK VS. Q. NO. 2

3. Why do you consider ________________ the best area of performance in your district this school year? (PROBE)

____

3a. Why do you consider _______________ the greatest problem in your district this school year? (PROBE)

4. Now, I would like to read a list of items regarding students and teachers in your district. For each of these items, I would like you to indicate whether or not you have noticed a change since the early part of the school year. (READ ITEM) (IF ANY CHANGE ASK:) Was that change for better or worse?

4a. The attendance of black students since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Better	10	105
No change (GO TO Q. 4b)	13	80
Worse	4	4
Don't know (Vol.) (GO TO Q. 4b)	4	28

4b. The attendance of white students since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Better	8	23
No change (GO TO Q. 4c)	17	152
Worse	2	10
Don't know (Vol.) (GO TO Q. 4c)	4	26

		B	N-B
4c. The way teachers of different races relate to each other in their school activities since the early part of the school year?	Better	24	149
	No change (GO TO Q. 5)	6	59
	Worse	0	2
	Don't know (Vol.) (GO TO Q. 5)	1	7
(IF CHANGE) Why is that? (PROBE)	Not applicable (GO TO Q. 5)	0	0

5. And now something a little different again. For each of the items I read, I would like you to tell me whether you think there has been an increase or decrease since the early part of the school year, or whether it has remained the same (READ ITEM)

		B	N-B
5a. The size of the gap in grade level achievement between black and white students since the early part of this school year?	Increase	0	10
	Decrease	14	110
	Remained the same (GO TO Q. 5b)	8	55
(IF CHANGE) Why is that? (PROBE)	Don't know (Vol.) (GO TO Q. 5b)	9	41

		B	N-B
5b. The frequency with which black parents make individual contacts with school personnel since the early part of this school year?	Increase	16	100
	Decrease	1	20
	Remained the same (GO TO Q. 5c)	12	65
(IF CHANGE) Why is that? (PROBE)	Don't know (Vol.) (GO TO Q. 5c)	2	32

5c. How about the frequency with which white parents make individual contacts with school personnel since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	16	51
Decrease	4	23
Remained the same (GO TO Q. 6)	8	120
Don't know (Vol.) (GO TO Q. 6)	3	23

6. And now something different again. For each of the items I read, I would like you to tell me if the following activities are more or less integrated since the early part of the school year or whether the racial mix has remained the same. (READ ITEM)

6a. The mix of students participating in school activities since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
More integrated	24	148
Less integrated	0	2
Remained the same (GO TO Q. 6b)	4	57
Don't know (Vol.) (GO TO Q. 6b)	3	10

6b. The student groupings on the campus and in the cafeteria since the early part of the school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
More integrated	16	88
Less integrated	0	3
Remained the same (GO TO Q. 6c)	11	103
Don't know (Vol.)(GO TO Q. 6c)	4	33

		B	N-B
6c. The racial composition at parent-teacher meetings since the early part of this school year? (IF CHANGE) Why is that? (PROBE)	More integrated	13	84
	Less integrated	2	3
	Remained the same (GO TO Q. 7)	9	76
	Don't know (Vol.) (GO TO Q. 7)	7	37
7. For the classroom situations we have been discussing, would you use an overall rating of good, fair, or bad for the educational achievements of desegregation in your school.	Good	16	95
	Fair	14	112
	Bad	0	7
7a. For the situations outside of the classroom we have been discussing, would you use an overall rating of good, fair or bad for the achievements of desegregation in your school.	Good	0	120
	Fair	11	90
	Bad	16	4

8. As far as you are concerned, what is the best thing which this school district has done this school year to provide for smooth desegregation? (PROBE FOR DETAILS)

9. Are there any major problem areas which exist in this school district that have not been mentioned? If so, what are they? (PROBE FOR DETAILS)

80-①

10a. In which of the areas listed on this card has your school district received assistance under the ESAP program?

10b. Among these activity categories, how is your ESAP grant currently allocated?

10c. Was each activity funded entirely from ESAP funds? (If not, what percent was ESAP?)

10d. For each activity, what is the approximate breakdown of the ESAP funds?

10a.	10b.	10c.	10d.	
ACTIVITY	Fund Allocation	Percent Total Funds	Percent Breakdown	
I. Special Community Programs			☒	
16-1.				21-
2.	17-	19-		22-
3.	18-	20-		23-
II. Special Pupil Personnel Services			☒	
24-1.				29-
2.	25-	27-		30-
3.	26-	28-		31-
III. Special Curriculum Revision Programs			☒	
32-1.				37-
2.	33-	35-		38-
3.	34-	36-		39-
IV. Teacher Preparation Programs			☒	
40-1.				45-
2.	41-	43-		46-
3.	42-	44-		47-
V. Special Student-Student Programs			☒	
48-1.				53-
2.	49-	51-		54-
3.	50-	52-		55-
VI. Bussing			☒	
56-1.				61-
2.	57-	59-		62-
3.	58-	60-		63-
VII. Compensatory or Remedial Education Classes			☒	
64-1.				69-
2.	65-	67-		70-
3.	66-	68-		71-
VIII. Others			☒	
72-1.				77-
2.	73-	75-		78-
3.	74-	76-		79-

80-②

11. As far as you know, which of the following activities are funded wholly or partly by ESAP funds in each of the following schools. (FOR EACH SUBACTIVITY THE PROJECT DIRECTOR MENTIONS, GO TO THE SERIES OF QUESTIONS SPECIFIED FOR THAT ACTIVITY.)

ACTIVITY	NAME OF SCHOOLS															GO TO PAGE
I. Special Community Programs																12
1.																
2.																
3.																
II. Special Pupil Personnel Services																18
1.																
2.																
3.																
III. Special Curriculum Revision Programs																23
1.																
2.																
3.																
IV. Teacher Preparation Programs																29
1.																
2.																
3.																
V. Special Student-Student Programs																36
1.																
2.																
3.																
VI. Bussing																41
1.																
2.																
3.																
VII. Compensatory or Remedial Education Classes																46
1.																
2.																
3.																
VIII. Others																51
1.																
2.																
3.																

80-③

TRANSFER TO CARD 80-⑥

Project (Activities)
1. ____________
2. ____________
3. ____________

I SPECIAL COMMUNITY PROGRAMS I

ASK SERIES FOR EACH PROJECT IN SCHOOL DISTRICT

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY)______	5	5	5

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
Before Sept. '70	19-1	21-1	23-1	25-1	27-1	29-1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7						
Mar. '71	8	8	8	8	8	8	31-1	32-1	33-1	34-1	35-1	36-1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
Later	20-1	22-1	24-1	26-1	28-1	30-1	6	6	6	6	6	6
Don't know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING", GO TO NEXT ACTIVITY

2a. How many of the following kinds of individuals, broken down by black and all others, have been employed full-time, directly in the ____________ activity? (Either new hires or transfers) (SHOW CARD)

2b. How many of the same kinds of individuals have been employed part time?

	Black						All Others					
	Full Time			Part Time			Full Time			Part Time		
	2a.			2b.			2a.			2b.		
	1	2	3	1	2	3	1	2	3	1	2	3
Outside consultants												
Teachers												
Teachers' aides												
Administrative personnel ..												
Clerical personnel												
Counselors												
Others (SPECIFY) ________												
________________												
Don't Know (Vol.)												

TRANSFER TO TRAILER COL. 78-①

3. This next card shows several items or materials which might be purchased for the implementation of ESAP activities. (SHOW CARD)

3a. For which one of these items was the greatest expenditure made for the ________________ activities?

3b. For which item was the second greatest expenditure made?

	3a.			3b.		
	1	2	3	1	2	3
Textbooks	49-1	50-1	51-1	52-1	53-1	54-1
Other written teaching materials	2	2	2	2	2	2
Audio Visual Equipment	3	3	3	3	3	3
Testing materials	4	4	4	4	4	4
Human or Community relations literature	5	5	5	5	5	5
Recreation Equipment	6	6	6	6	6	6
Office Supplies	7	7	7	7	7	7
Buses	8	8	8	8	8	8
School Furnishing	9	9	9	9	9	9
Renovations	0	0	0	0	0	0
Additional Space	x	x	x	x	x	x
Other (SPECIFY) ________________	y	y	y	y	y	y

4. Please describe how the personnel and/or materials purchased are being used in the ______________________ project in your school district. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

①

55-
56-

②

57-
58-

③

59-
60-

79-①

5. (IF PROJECT COMPLETED OR UNDERWAY) Has the project been carried out as it was originally planned or not?

	1	2	3
Yes (GO TO Q. 6) ...	16-1	17-1	18-1
No	2	2	2

(IF NOT) In what way has it changed and why? (PROBE)

①

19-
20-

②

21-
22-

③

23-
24-

SPECIAL COMMUNITY PROGRAMS

6. Promote Understanding

Let's talk a bit about the activity at this school district that deals with ________. In other areas where we've talked to people, we've heard a lot about how things are going. We've listed some of the comments and wondered how true they are for this school district. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school district, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "This activity is having a positive effect on changing the way one race feels about the other in the classroom."	B	0	4	4	0	0	1
	N-B	5	19	3	1	0	0
b. "Students appear to be performing better as a consequence of this activity."	B	1	3	3	0	2	0
	N-B	0	12	10	0	5	0
c. "Teacher performance seems to have improved since this activity began."	B	0	2	6	0	1	0
	N-B	1	7	15	1	4	0
d. "Even though this activity is designed to make desegregation earier, people are more nervous than ever about racial differences and the mixing of races."	B	0	0	4	5	0	0
	N-B	0	2	4	22	0	0
e. "Parents are seeking more information about the operations of the school in general and the effects of desegregation in particular as a result of this project."	B	1	5	2	0	1	0
	N-B	2	13	13	0	0	0

SPECIAL COMMUNITY PROGRAMS

7. Community Information

Let's talk a bit about the activity at this school district that deals with _______ In other areas where we've talked to people, we've heard a lot about how things are going. We've listed some of the comments and wondered how true they are for this school district. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school district, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "This activity is having a positive effect on changing the way one race feels about the other in the classroom."	B	0	4	1	0	1	0
	N-B	2	8	5	0	1	0
b. "Students appear to be performing better as a consequence of this activity."	B	0	2	1	0	1	0
	N-B	0	6	6	1	2	1
c. "Teacher performance seems to have improved since this activity began."	B	0	2	0	0	2	1
	N-B	0	6	6	1	2	1
d. "Even though this activity is designed to make desegregation easier, people are more nervous than ever about racial differences and the mixing of races."	B	0	0	1	4	0	0
	N-B	0	0	0	14	0	1
e. "Parents are seeking more information about the operations of the school in general and the effects of desegregation in particular as a result of this project."	B	1	2	1	1	0	0
	N-B	4	8	3	0	0	0

Project (Activities)
1. ______________
2. ______________
3. ______________

II SPECIAL PUPIL PERSONNEL SERVICES II

ASK SERIES FOR EACH PROJECT IN SCHOOL DISTRICT

1. What is the current status of the ______________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY)_______	5	5	5

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
Before Sept. '70	19-1	21-1	23-1	25-1	27-1	29-1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7						
Mar. '71	8	8	8	8	8	8	31-1	32-1	33-1	34-1	35-1	36-1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
Later	20-1	22-1	24-1	26-1	28-1	30-1	6	6	6	6	6	6
Don't know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING," GO TO NEXT ACTIVITY

2a. How many of the following kinds of individuals, broken down by black and all others, have been employed full-time, directly in the ______________ activity? (Either new hires or transfers) (SHOW CARD)

2b. How many of the same kinds of individuals have been employed part time?

	Black						All Others					
	Full Time			Part Time			Full Time			Part Time		
	2a.			2b.			2a.			2b.		
	1	2	3	1	2	3	1	2	3	1	2	3
Outside consultants												
Teachers												
Teachers' aides												
Administrative personnel ..												
Clerical personnel												
Counselors...............												
Others (SPECIFY) ________												
________________												
Don't Know (Vol.)												

TRANSFER TO TRAILER COL. 78-②

3. This next card shows several items or materials which might be purchased for the implementation of ESAP activities. (SHOW CARD)

3a. For which one of these items was the greatest expenditure made for the ____________ activities?

3b. For which item was the second greatest expenditure made?

	3a.			3b.		
	1	2	3	1	2	3
Textbooks	49-1	50-1	51-1	52-1	53-1	54-1
Other written teaching materials	2	2	2	2	2	2
Audio Visual Equipment	3	3	3	3	3	3
Testing materials	4	4	4	4	4	4
Human or Community relations literature	5	5	5	5	5	5
Recreation Equipment	6	6	6	6	6	6
Office Supplies	7	7	7	7	7	7
Buses	8	8	8	8	8	8
School Furnishing	9	9	9	9	9	9
Renovations	0	0	0	0	0	0
Additional Space	x	x	x	x	x	x
Other (SPECIFY) ____________	y	y	y	y	y	y

4. Please describe how the personnel and/or materials purchased are being used in the ______________________ project in your school district. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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79-③

5. (IF PROJECT COMPLETED OR UNDERWAY) Has the project been carried out as it was originally planned or not?

	1	2	3
Yes (GO TO Q. 6) ...	16-1	17-1	18-1
No	2	2	2

(IF NOT) In what way has it changed and why? (PROBE)

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6. Counseling

Now, I'd like to ask you about the ____________ in this school district. In talking to other participants in similar projects, we've heard many different comments about this area. We've recorded them and wondered how true they were for this school district. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school district, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "The counselor was hired primarily to help white children solve problems that are due to desegregation."	B	0	0	0	5	0	0
	N-B	0	0	3	19	0	1
b. "Black and white students haven't changed the way they feel about each other even though that is one of the goals the counselor is striving for."	B	0	0	1	4	0	0
	N-B	0	0	4	17	0	2
c. "The new counselors are as much a help to teachers as they are to students."	B	0	4	1	0	0	0
	N-B	4	11	6	2	0	0
d. "The new counselors have helped inspire black students to do better academically."	B	1	3	0	0	0	0
	N-B	3	11	9	0	1	0
e. "The counselors in this school district are not concerned with social problems."	B	0	0	0	5	0	0
	N-B	0	0	0	23	0	0
f. "The counselors have helped motivate white students to do better academically."	B	0	3	0	1	1	0
	N-B	1	14	7	1	0	0
g. "This counselor was hired primarily to help black children solve problems that are due to desegregation."	B	0	0	0	5	0	0
	N-B	4	1	5	12	0	1

Project (Activities)
1. ______________
2. ______________
3. ______________

III SPECIAL CURRICULUM REVISION PROGRAMS III

ASK SERIES FOR EACH PROJECT IN SCHOOL DISTRICT

1. What is the current status of the ______________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY)_______	5	5	5

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
Before Sept. '70	19-1	21-1	23-1	25-1	27-1	29-1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7						
Mar. '71	8	8	8	8	8	8	31-1	32-1	33-1	34-1	35-1	36-1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
Later	20-1	22-1	24-1	26-1	28-1	30-1	6	6	6	6	6	6
Don't know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING," GO TO NEXT ACTIVITY

2a. How many of the following kinds of individuals, broken down by black and all others, have been employed full-time, directly in the ______________ activity? (Either new hires or transfers) (SHOW CARD)

2b. How many of the same kinds of individuals have been employed part time?

	Black						All Others					
	Full Time			Part Time			Full Time			Part Time		
	2a.			2b.			2a.			2b.		
	1	2	3	1	2	3	1	2	3	1	2	3
Outside consultants												
Teachers												
Teachers' aides												
Administrative personnel ..												
Clerical personnel												
Counselors												
Others (SPECIFY) ________												
________________												
Don't Know (Vol.)												

TRANSFER TO TRAILER COL. 78-③

3. This next card shows several items or materials which might be purchased for the implementation of ESAP activities. (SHOW CARD)

3a. For which one of these items was the greatest expenditure made for the ________________ activities?

3b. For which item was the second greatest expenditure made?

	3a.			3b.		
	1	2	3	1	2	3
Textbooks	49-1	50-1	51-1	52-1	53-1	54-1
Other written teaching materials	2	2	2	2	2	2
Audio Visual Equipment	3	3	3	3	3	3
Testing materials	4	4	4	4	4	4
Human or Community relations literature	5	5	5	5	5	5
Recreation Equipment	6	6	6	6	6	6
Office Supplies	7	7	7	7	7	7
Buses	8	8	8	8	8	8
School Furnishing	9	9	9	9	9	9
Renovations	0	0	0	0	0	0
Additional Space	x	x	x	x	x	x
Other (SPECIFY) ________________	y	y	y	y	y	y

4. Please describe how the personnel and/or materials purchased are being used in the ______________________ project in your school district. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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5. (IF PROJECT COMPLETED OR UNDERWAY) Has the project been carried out as it was originally planned or not?

	1	2	3
Yes (GO TO Q. 6) ...	16-1	17-1	18-1
No	2	2	2

(IF NOT) In what way has it changed and why? (PROBE)

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SPECIAL CURRICULUM REVISION PROGRAMS

6. Multi-Cultural Curriculum

Let's talk a little about _______________ activities in this school district. To what extent do you agree that the statements I will read are representative of this school district? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school district, very true, somewhat true, or not at all true?

			Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a.	"White students feel better toward blacks as a result of the introduction of multi-cultural curricula."	B	0	2	0	0	4	0
		N-B	2	7	7	0	1	1
b.	"Black students feel more at ease in the classroom since the inclusion of their history and life styles as a natural part of the curricula, even if taught by a white."	B	0	4	1	0	0	1
		N-B	3	9	4	0	0	1
c.	"New curriculum revisions have helped inspire white students to do better academically."	B	0	0	4	1	2	0
		N-B	0	6	9	0	1	1
d.	"Black students have been inspired to do better academically as a result of new curriculum revisions."	B	0	1	2	2	1	0
		N-B	1	9	6	1	1	0
e.	"Teachers feel at ease with the new multi-cultural materials."	B	0	1	5	0	0	0
		N-B	0	12	2	1	2	1
f.	"Teachers do not feel comfortable with the new multi-cultural materials."	B	0	0	2	2	2	0
		N-B	0	1	1	13	2	1

SPECIAL CURRICULUM REVISION PROGRAMS

7. Innovative Techniques

Now I want to ask you about ______________ activities in this school district. To what extent do you agree that the statements I will read are representative of this school district? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school district, very true, somewhat true, or not at all true.

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "Teachers are eager to try out the new ways of presenting materials to students."	B	1	4	3	0	0	0
	N-B	5	22	14	1	1	1
b. "Black students respond better in class when less traditional approaches are used."	B	2	4	0	0	0	0
	N-B	6	25	11	0	5	1
c. "White students are responsive to innovative presentation of materials."	B	1	6	0	0	1	0
	N-B	7	21	13	0	1	0
d. "White teachers are still using 'tried and true' methods."	B	0	1	6	1	0	0
e. "Black teachers are reluctant to change their teaching styles."	N-B	1	13	24	3	1	1
f. "There is no change in the way teachers are teaching in this school district so far this year."	B	0	1	4	3	0	0
	N-B	2	7	23	8	2	1

79-⑥

Project (Activities)
1. ____________
2. ____________
3. ____________

IV TEACHER PREPARATION PROGRAMS IV

ASK SERIES FOR EACH PROJECT IN SCHOOL DISTRICT

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY)______	5	5	5

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
Before Sept. '70	19-1	21-1	23-1	25-1	27-1	29-1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7						
Mar. '71	8	8	8	8	8	8	31-1	32-1	33-1	34-1	35-1	36-1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
Later	20-1	22-1	24-1	26-1	28-1	30-1	6	6	6	6	6	6
Don't know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING," GO TO NEXT ACTIVITY

2a. How many of the following kinds of individuals, broken down by black and all others, have been employed full-time, directly in the ____________ activity? (Either new hires or transfers) (SHOW CARD)

2b. How many of the same kinds of individuals have been employed part time?

	Black						All Others					
	Full Time			Part Time			Full Time			Part Time		
	2a.			2b.			2a.			2b.		
	1	2	3	1	2	3	1	2	3	1	2	3
Outside consultants												
Teachers												
Teachers' aides												
Administrative personnel ..												
Clerical personnel												
Counselors												
Others (SPECIFY) ________												
____________												
Don't Know (Vol.)												

TRANSFER TO TRAILER COL. 78-④

3. This next card shows several items or materials which might be purchased for the implementation of ESAP activities. (SHOW CARD)

3a. For which one of these items was the greatest expenditure made for the ________________ activities?

3b. For which item was the second greatest expenditure made?

	3a.			3b.		
	1	2	3	1	2	3
Textbooks	49-1	50-1	51-1	52-1	53-1	54-1
Other written teaching materials	2	2	2	2	2	2
Audio Visual Equipment	3	3	3	3	3	3
Testing materials	4	4	4	4	4	4
Human or Community relations literature	5	5	5	5	5	5
Recreation Equipment	6	6	6	6	6	6
Office Supplies	7	7	7	7	7	7
Buses	8	8	8	8	8	8
School Furnishing	9	9	9	9	9	9
Renovations	0	0	0	0	0	0
Additional Space	x	x	x	x	x	x
Other (SPECIFY) ________________	y	y	y	y	y	y

4. Please describe how the personnel and/or materials purchased are being used in the ______________________ project in your school district. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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5. (IF PROJECT COMPLETED OR UNDERWAY) Has the project been carried out as it was originally planned or not?

	1	2	3
Yes (GO TO Q. 6) ...	16-1	17-1	18-1
No	2	2	2

(IF NOT) In what way has it changed and why? (PROBE)

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23-
24-

6. Attitudinal

Let's talk a bit about ______________________ activities in this school district. In other areas where we've talked to people, we've heard a lot about how things are going. We've recorded some of the comments and wondered how true they are for this school district. (SHOW CARD) For example (READ STATEMENT). Is that extremely true for this school district very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "Due to this activity, black teachers are more aware of the problems that white teachers face."	B	2	6	3	0	1	0
	N-B	6	18	12	1	0	2
b. "The activity has caused additional friction between white and black teachers."	B	0	0	1	10	1	0
	N-B	0	0	3	34	0	2
c. "All the programs in the world won't change the way teachers of one race feel about students of the opposite race."	B	0	0	1	11	0	0
	N-B	0	0	1	37	0	1
d. "As a result of their participation in this project, white teachers are relating more positively to black teachers."	B	0	9	2	0	1	0
	N-B	7	20	10	0	0	2
e. "White teachers have been able to adjust to teaching black students much more easily because of this activity."	B	0	6	4	0	1	1
	N-B	3	20	13	1	0	2
f. "Black teachers have established good rapport with white students through the aid of this program."	B	0	5	5	0	1	0
	N-B	2	17	17	1	0	3
g. "This activity makes it possible to change or modify one's approach to teaching in a desegregated environment."	B	2	8	1	0	0	0
	N-B	9	22	7	0	0	2

TEACHER PREPARATION PROGRAMS

7. Basic Learning Skills

I want to talk to you about the __________________ activities in this school district. In talking to participants in similar projects, we've heard a lot about how things are going. We've recorded some of the comments and wondered how true they are for this school district. (SHOW CARD) (READ STATEMENT) Is that extremely true for this school district, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "The benefits of this activity are evident in the academic performance of most students."	B	1	0	2	0	2	2
	N-B	4	13	18	0	6	1
b. "Even with the new skill training program, white teachers still do not like dealing with black students."	B	0	0	3	2	1	1
	N-B	0	1	15	24	1	1
c. "White students are responding favorably to black teachers as a result of this project."	B	0	2	5	0	0	0
	N-B	2	12	24	0	3	1
d. "Even with the new skill training program, black teachers still do not like dealing with white students."	B	0	0	2	3	1	1
	N-B	0	0	11	24	4	2
e. "Black children are responding favorably to white teachers as a result of this project."	B	1	0	6	0	1	0
	N-B	1	13	23	0	1	2

TEACHER PREPARATION PROGRAMS

8. Aides

Now I'd like to talk a little about the ____________________ in this school district. In the course of this project, we have heard many statements about this area. To what extent do you feel they are true for this school district. (SHOW CARD) (READ STATEMENT) Is that extremely true for this school district, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "Students perform poorly with any aide regardless of race."	B	0	0	0	5	0	0
	N-B	0	0	0	14	1	0
b. "White students don't respect black aides."	B	0	0	0	5	0	0
	N-B	0	0	0	14	1	0
c. "Black teachers are uneasy when a white aide is assigned to their classes."	B	0	0	0	5	0	0
	N-B	0	0	0	14	1	0
d. "Only an aide of the same race as the student is capable of motivating that student to better performance."	B	0	0	0	5	0	0
	N-B	0	0	0	14	1	0
e. "A white teacher is more careful in her treatment of black students when a black aide is present."	B	0	0	0	5	0	0
	N-B	0	0	0	14	1	0
f. "Black students don't respect white aides."	B	0	0	0	5	0	0
	N-B	0	0	0	14	1	0

79-⑧

Project (Activities)
1. ________
2. ________
3. ________

V SPECIAL STUDENT TO STUDENT PROGRAMS V

ASK SERIES FOR EACH PROJECT IN SCHOOL DISTRICT

1. What is the current status of the ________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY)________	5	5	5

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
Before Sept. '70	19-1	21-1	23-1	25-1	27-1	29-1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7						
Mar. '71	8	8	8	8	8	8	31-1	32-1	33-1	34-1	35-1	36-1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
Later	20-1	22-1	24-1	26-1	28-1	30-1	6	6	6	6	6	6
Don't know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING", GO TO NEXT ACTIVITY

2a. How many of the following kinds of individuals, broken down by black and all others, have been employed full-time, directly in the ________ activity? (Either new hires or transfers) (SHOW CARD)

2b. How many of the same kinds of individuals have been employed part time?

	Black						All Others					
	Full Time			Part Time			Full Time			Part Time		
	2a.			2b.			2a.			2b.		
	1	2	3	1	2	3	1	2	3	1	2	3
Outside consultants												
Teachers												
Teachers' aides												
Administrative personnel ..												
Clerical personnel												
Counselors												
Others (SPECIFY) ________												
________												
Don't Know (Vol.)												

TRANSFER TO TRAILER COL. 78-⑤

3. This next card shows several items or materials which might be purchased for the implementation of ESAP activities. (SHOW CARD)

3a. For which one of these items was the greatest expenditure made for the ________________ activities?

3b. For which item was the second greatest expenditure made?

		3a.			3b.	
	1	2	3	1	2	3
Textbooks	49-1	50-1	51-1	52-1	53-1	54-1
Other written teaching materials..........	2	2	2	2	2	2
Audio Visual Equipment	3	3	3	3	3	3
Testing materials	4	4	4	4	4	4
Human or Community relations literature.	5	5	5	5	5	5
Recreation Equipment	6	6	6	6	6	6
Office Supplies	7	7	7	7	7	7
Buses	8	8	8	8	8	8
School Furnishing	9	9	9	9	9	9
Renovations	0	0	0	0	0	0
Additional Space	x	x	x	x	x	x
Other (SPECIFY) ________________	y	y	y	y	y	y

4. Please describe how the personnel and/or materials purchased are being used in the ______________________ project in your school district. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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79-⑨

5. (IF PROJECT COMPLETED OR UNDERWAY) Has the project been carried out as it was originally planned or not?	Yes (GO TO Q. 6) ... No ....

(IF NOT) In what way has it changed and why? (PROBE)

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STUDENT-TO-STUDENT PROGRAMS

6. Let's talk a little about the ____________________ activity going on in this school district. I would like to read some comments we have heard on this throughout the course of this study and I would like you to tell me to what extent each is true for your school district. (READ STATEMENT) Is that extremely true, very true, somewhat true, or not at all true for this school district. (REPEAT FOR EACH)

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "Black students are less suspicious of white students as a result of the activity."	B	1	6	3	0	1	0
	N-B	7	17	10	2	1	0
b. "White students are more enthusiastic about participating in various activities with black students as a result of this project."	B	2	3	5	0	1	0
	N-B	3	13	17	2	2	0
c. "Because of the release in tensions through these activities, most students are performing better in class."	B	0	2	5	0	4	0
	N-B	1	10	18	0	7	1
d. "Black students have been motivated to do better academically through the aid of these activities."	B	1	3	3	0	3	0
	N-B	0	10	19	1	5	1
e. "White students actually enjoy the bi-racial class situation, thanks to these activities."	B	0	5	4	0	2	0
	N-B	0	9	20	3	2	1
f. "White students have been motivated to do better academically as a result of this activity."	B	0	1	5	2	2	0
	N-B	0	6	18	4	6	2
g. "Black students are at ease in bi-racial class situations due to the effects of this activity."	B	0	6	2	0	0	0
	N-B	0	11	19	0	8	0

Project (Activities)
1. ______________
2. ______________
3. ______________

VI BUSSING VI

ASK SERIES FOR EACH PROJECT IN SCHOOL DISTRICT

1. What is the current status of the __________________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY)_______	5	5	5

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
Before Sept. '70	19-1	21-1	23-1	25-1	27-1	29-1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7						
Mar. '71	8	8	8	8	8	8	31-1	32-1	33-1	34-1	35-1	36-1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
Later	20-1	22-1	24-1	26-1	28-1	30-1	6	6	6	6	6	6
Don't know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING", GO TO NEXT ACTIVITY

2a. How many of the following kinds of individuals, broken down by black and all others, have been employed full-time, directly in the ______________ activity? (Either new hires or transfers) (SHOW CARD)

2b. How many of the same kinds of individuals have been employed part time?

	Black						All Others					
	Full Time			Part Time			Full Time			Part Time		
	2a.			2b.			2a.			2b.		
	1	2	3	1	2	3	1	2	3	1	2	3
Outside consultants												
Teachers												
Teachers' aides												
Administrative personnel ..												
Clerical personnel												
Counselors												
Others (SPECIFY) ________												
________________												
Don't Know (Vol.)												

TRANSFER TO TRAILER COL. 78-⑥

3. This next card shows several items or materials which might be purchased for the implementation of ESAP activities. (SHOW CARD)

____

3a. For which one of these items was the greatest expenditure made for the ______________ activities?

____

3b. For which item was the second greatest expenditure made?

	3a.			3b.		
	1	2	3	1	2	3
Textbooks	49-1	50-1	51-1	52-1	53-1	54-1
Other written teaching materials	2	2	2	2	2	2
Audio Visual Equipment	3	3	3	3	3	3
Testing materials	4	4	4	4	4	4
Human or Community relations literature	5	5	5	5	5	5
Recreation Equipment	6	6	6	6	6	6
Office Supplies	7	7	7	7	7	7
Buses	8	8	8	8	8	8
School Furnishing	9	9	9	9	9	9
Renovations	0	0	0	0	0	0
Additional Space	x	x	x	x	x	x
Other (SPECIFY) ______________	y	y	y	y	y	y

4. Please describe how the personnel and/or materials purchased are being used in the ____________________ project in your school district. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

①

55-
56-

②

57-
58-

③

59-
60-

79-⑪

5. (IF PROJECT COMPLETED OR UNDERWAY) Has the project been carried out as it was originally planned or not?

(IF NOT) In what way has it changed and why? (PROBE)

	1	2	3
Yes (GO TO Q. 6) ...	16-1	17-1	18-1
No	2	2	2

①

19-
20-

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②

21-
22-

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③

23-
24-

6.	Do black and white students usually ride to and from school together on the same bus?	Yes	25-1
		No	2
		Don't know (Vol.)	3
7.	Does this school district utilize a "late bus" policy so that students can stay after school for extra-curricular activities or disciplinary reasons?	Yes	5
		No	6
		Don't know (Vol.)	7

79-⑫

Project (Activities)
1. ____________
2. ____________
3. ____________

VII COMPENSATORY OR REMEDIAL EDUCATION CLASSES VII

ASK SERIES FOR EACH PROJECT IN SCHOOL DISTRICT

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY)______	5	5	5

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
Before Sept. '70	19-1	21-1	23-1	25-1	27-1	29-1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7						
Mar. '71	8	8	8	8	8	8	31-1	32-1	33-1	34-1	35-1	36-1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
Later	20-1	22-1	24-1	26-1	28-1	30-1	6	6	6	6	6	6
Don't know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING", GO TO NEXT ACTIVITY

2a. How many of the following kinds of individuals, broken down by black and all others, have been employed full-time, directly in the ____________ activity? (Either new hires or transfers) (SHOW CARD)

2b. How many of the same kinds of individuals have been employed part time?

	Black						All Others					
	Full Time			Part Time			Full Time			Part Time		
	2a.			2b.			2a.			2b.		
	1	2	3	1	2	3	1	2	3	1	2	3
Outside consultants												
Teachers												
Teachers' aides												
Administrative personnel ..												
Clerical personnel												
Counselors												
Others (SPECIFY) ________												
____________												
Don't Know (Vol.)												

TRANSFER TO TRAILER COL. 78-⑦

3. This next card shows several items or materials which might be purchased for the implementation of ESAP activities. (SHOW CARD)

____

3a. For which one of these items was the greatest expenditure made for the ______________ activities?

____

3b. For which item was the second greatest expenditure made?

		3a.			3b.	
	1	2	3	1	2	3
Textbooks	49-1	50-1	51-1	52-1	53-1	54-1
Other written teaching materials	2	2	2	2	2	2
Audio Visual Equipment	3	3	3	3	3	3
Testing materials	4	4	4	4	4	4
Human or Community relations literature	5	5	5	5	5	5
Recreation Equipment	6	6	6	6	6	6
Office Supplies	7	7	7	7	7	7
Buses	8	8	8	8	8	8
School Furnishing	9	9	9	9	9	9
Renovations	0	0	0	0	0	0
Additional Space	x	x	x	x	x	x
Other (SPECIFY) ______________	y	y	y	y	y	y

4. Please describe how the personnel and/or materials purchased are being used in the ______________________ project in your school district. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

①

55-
56-

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②

57-
58-

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③

59-
60-

79-⑬

5. (IF PROJECT COMPLETED OR UNDERWAY) Has the project been carried out as it was originally planned or not?

	1	2	3
Yes (GO TO Q. 6) ...	16-1	17-1	18-1
No	2	2	2

(IF NOT) In what way has it changed and why? (PROBE)

①

19-
20-

---

②

21-
22-

---

③

23-
24-

COMPENSATORY OR REMEDIAL EDUCATION CLASSES

6. Now I want to ask you about ________________ activities in this school district. To what extent do you agree that the statements I will read are representative of this school district? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school district, very true, somewhat true, or not at all true.

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "The remedial education classes are primarily for black students."	B	0	0	1	4	0	0
	N-B	0	7	9	15	1	0
b. "The remedial education classes are primarily for white students."	B	0	0	0	5	0	0
	N-B	0	1	4	25	2	0
c. "These classes are a way of getting discipline problems out of the regular classroom."	B	0	0	0	5	0	0
	N-B	0	0	3	28	0	1
d. "Even though the project is designed to help students catch up with their age mates and get into regular classes, there is not much chance that it will work."	B	0	0	1	4	0	0
	N-B	1	0	4	25	0	2
e. "The students in these classes are more at ease in various school situations as a result of the special academic help."	B	1	2	2	0	0	0
	N-B	5	15	7	0	4	1
f. "Being put in a remedial education class makes a student uncomfortable with students who are in regular classes."	B	0	0	2	3	0	0
	N-B	0	1	9	14	5	3

79- ⑭

Project (Activities)
1. ____________
2. ____________
3. ____________

VIII **OTHERS** VIII

ASK SERIES FOR EACH PROJECT IN SCHOOL DISTRICT

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY)______	5	5	5

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
Before Sept. '70	19-1	21-1	23-1	25-1	27-1	29-1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7						
Mar. '71	8	8	8	8	8	8	31-1	32-1	33-1	34-1	35-1	36-1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
Later	20-1	22-1	24-1	26-1	28-1	30-1	6	6	6	6	6	6
Don't know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING," GO TO NEXT ACTIVITY

2a. How many of the following kinds of individuals, broken down by black and all others, have been employed full-time, directly in the ____________ activity? (Either new hires or transfers) (SHOW CARD)

2b. How many of the same kinds of individuals have been employed part time?

	Black						All Others					
	Full Time			Part Time			Full Time			Part Time		
	2a.			2b.			2a.			2b.		
	1	2	3	1	2	3	1	2	3	1	2	3
Outside consultants												
Teachers												
Teachers' aides												
Administrative personnel ..												
Clerical personnel												
Counselors												
Others (SPECIFY) ______												
____________												
Don't Know (Vol.)												

TRANSFER TO TRAILER COL. 78-⑧

3. This next card shows several items or materials which might be purchased for the implementation of ESAP activities. (SHOW CARD)

____

3a. For which one of these items was the greatest expenditure made for the ________________ activities?

____

3b. For which item was the second greatest expenditure made?

	3a.			3b.		
	1	2	3	1	2	3
Textbooks	49-1	50-1	51-1	52-1	53-1	54-1
Other written teaching materials	2	2	2	2	2	2
Audio Visual Equipment	3	3	3	3	3	3
Testing materials	4	4	4	4	4	4
Human or Community relations literature	5	5	5	5	5	5
Recreation Equipment	6	6	6	6	6	6
Office Supplies	7	7	7	7	7	7
Buses	8	8	8	8	8	8
School Furnishing	9	9	9	9	9	9
Renovations	0	0	0	0	0	0
Additional Space	x	x	x	x	x	x
Other (SPECIFY) ______________	y	y	y	y	y	y

4. Please describe how the personnel and/or materials purchased are being used in the ______________________ project in your school district. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

①

55-
56-

②

57-
58-

③

59-
60-

5. (IF PROJECT COMPLETED OR UNDERWAY) Has the project been carried out as it was originally planned or not?

	1	2	3
Yes (GO TO Q. 6) ...	61-1	62-1	63-1
No	2	2	2

(IF NOT) In what way has it changed and why? (PROBE)

①

64-
65-

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②

66-
67-

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③

68-
69-

79- ⑮

GENERAL SCHOOL DISTRICT INFORMATION (GSDI)

		B	N-B
A. Has this school district received any technical assistance from U. S. Office of Education staff specifically for the ESAP project grants?	Yes	8	51
	No (GO TO B)	23	166

A1. (IF "YES") For which activities has the school district received technical aid? (READ LIST)

A2. (FOR EACH MENTIONED) Please describe the technical assistance you are receiving for the ________________ program?

	A1	A2 (DESCRIPTION)
17-	1	a. Special Community Programs: 18- 19-
	2	b. Special Pupil Personnel Services: 20- 21-
	3	c. Special Curriculum Revision Programs: 22- 23-
	4	d. Teacher Preparation Programs: 24- 25-
	5	e. Special Student--Student Programs: 26- 27-
	6	f. Bussing: 28- 29-
	7	g. Compensatory or Remedial Education Classes: 30- 31-
	8	h. Other: 32- 33-

B1. (SHOW CARD) How would you rate the effectiveness of the assistance provided by the United States Office of Education in planning for the ESAP projects and providing assistance in preparing project applications? Would you say that the assistance has been extremely effective, very effective, somewhat effective, a little effective, or not at all effective.

B2. And, how would you rate the effectiveness of OE in providing swift action upon your ESAP application once received by OE?

B3. And, how would you rate the effectiveness of technical assistance in the planning and operation of ESAP program once they were funded?

	Extremely Effective		Very Effective		Somewhat Effective		A little Effective		Not at all Effective		Vol. D. K.	
	B	N-B	B	N-B	B	N-B	B	N-B	B	N-B	B	N-B
B1. Preparing Project applications	7	43	9	64	6	47	3	25	2	27	1	9
B2. Swift action	10	94	15	89	4	11	0	9	0	7	0	5
B3. Planning and operation	6	29	7	63	4	20	2	16	6	23	2	16

C. How many students are enrolled in this school district?

No. Students ____________ 37- 38- 39- 40-

C1. What proportion of this school district's enrollment is:

Black ____________________ 41- 42-

White (non-Spanish speaking) ____________________ 43- 44-

Indian American ____________ 45- 46-

Spanish speaking ____________ 47- 48-

Other (SPECIFY) ____________ 49- 50-

D. We realize that there are many considerations in setting up the ESAP program and getting activities underway. Please tell me about the start-up difficulties which you have experienced. (PROBE)

E. Can you tell me whose opinions were considered when application was made for the ESAP grant? Anyone else? (PROBE)

			B	N-B
E1.	Were you involved?	Yes	28	203
		No	3	12
F.	Did you participate in the development of the implementation plans or the planned usage of the personnel and/or material made available by ESAP funds?	Yes	28	210
		No	3	6

			B	N-B
G.	Have any ESAP funds been used for comprehensive planning, renovations, and/or portable classrooms?	Yes	24	109
		No (GO TO Q. H)	7	107
		Don't know (GO TO Q. H)	0	0
G1.	(IF "YES") What proportion of your ESAP funds have gone into and/or are earmarked for comprehensive planning, renovations, and/or portable classrooms?	Percent ________		
H.	ESAP programs vary quite a bit in how directly they are related to desegregation. How closely is the ESAP program in your school district related to desegregation: extremely closely, very closely, somewhat closely, or not at all closely.	Extremely	13	97
		Very	16	95
		Somewhat	2	22
		Not at all	0	2
		Don't know (Vol.) (GO TO NEXT SECTION)	0	0

H1. Why do you feel that way? (PROBE)

59-
60-

80-④

PERSONAL DATA

A. Now, I would like to ask just a few questions about yourself. First, what is your age:

	B	N-B		B	N-B
Under 21	0	0	36-40	4	34
21-25	1	2	41-45	8	35
26-30	3	14	46-50	4	37
31-35	2	26	51-55	3	21
			56 or older	6	48

B. What is the highest academic degree that you hold?

	B	N-B
Some College	0	1
AA	0	0
BA/BS	0	20
MA	12	70
MS	7	13
MAT	0	3
M. Ed.	9	77
Ed. D	1	12
Ph. D	1	4
Other (SPECIFY)______	1	16

C. Are you currently undertaking additional studies?

	B	N-B
Yes	12	89
No (GO TO Q. D)	19	128

C1. Toward which degree are you working?

	B	N-B
AA	0	1
BA/BS	0	1
MA	0	4
MS	0	2
MAT	0	0
M. Ed.	0	5
Ed. D	4	16
Ph. D	4	16
None	3	29
Other (SPECIFY) ______	1	12

			B	N-B
D.	Do you hold a position other than that of ESAP project director?	Yes	27	209
		No (GO TO Q. E)	4	8
D1.	(IF "YES") What other position(s) do you hold?	Superintendent	1	77
		Asst. Superintendent	4	40
		Principal	1	3
		Asst. Principal	2	0
		Other Administrative	16	77
		(SPECIFY)		
		Teacher	1	6
		Not in Education	0	2
		(SPECIFY)		
		Other (SPECIFY)	5	22
E.	How long have you been involved in this state's educational system?	Less than 1 year	1	2
		1 - Less than 2 years	0	4
		2 - Less than 3 years	0	3
		3 - Less than 4 years	2	0
		4 - Less than 5 years	0	7
		5 - Less than 10 years	1	28
		10 - Less than 15 years	5	45
		15 or more years	22	128
E1.	And how long have you been involved in the educational profession?	Less than 1 year	1	1
		1 - Less than 2 years	0	2
		2 - Less than 3 years	0	0
		3 - Less than 4 years	1	0
		4 - Less than 5 years	0	3
		5 - Less than 10 years	2	28
		10 - Less than 15 years	5	39
		15 or more years	22	146

INTERVIEWER: DO NOT ASK

	B	N-B
SEX		
Male	29	198
Female	2	20
RACE		
Black	31	217
White (non-Spanish speaking)	0	0
Indian American	0	0
Spanish speaking	0	1
Other	0	0

THANK YOU VERY MUCH!

Time Ended ☐

80-⑤

OMB 51-S71005
Approval Expires December 31, 1971

EMERGENCY SCHOOL ASSISTANCE PROGRAM QUESTIONNAIRE FOR PRINCIPAL

P

I. D. ——————→ LEA ———→ Proj.

1	2	3	4	5	6	7	8	9	10	Col.	M	T	W	Th	F	S
								⑧	⑦	11 →	1	2	3	4	5	6

Q	State Code	
12	13	14
②		

Interviewer No. ☐ Team No. ☐ Time Started ☐

LEA: ____________________

School: ____________________

Address: ____________________

Zip: ____________________

Respondent: ____________________

Date of Interview: ____________________ School Tel: ( ) ____________________
Area Code

INTRODUCTORY STATEMENT

As you probably know, the United States Office of Education has a program designed to provide Emergency School Assistance to school districts undergoing desegregation.

As part of this program, we are talking to principals, teachers, students, and project directors in many of the school districts that are receiving funds. Through these interviews we hope to determine which projects are most useful to local districts.

We are from Resource Management Corporation, a private research company located in Maryland, and are under contract to the Office of Education to carry out this study. Your answers will be completely anonymous. Only tabulated regional and national statistics which have no association with your name will be given to the Office of Education. Therefore, your answers will be held in strict confidence between you and me.

I am asking for your name and school telephone number so that my field supervisor can validate this interview. When my field supervisor has finished validation procedures, the cover sheet with your name will be destroyed.

OE Form 121-1

IF SCHOOL IS "SEGREGATED", SKIP QUESTION 1 - QUESTION 10; THE ATTITUDE QUESTIONS AT THE END OF EACH ACTIVITY; AND QUESTION B, C, AND C1, IN THE GENERAL SCHOOL INFORMATION SECTION.

IF "ONE OR MORE STUDENTS OF ANOTHER RACE" (I. E., TOKEN INTEGRATION), ASK QUESTIONS STARTING WITH QUESTION 1 AND CONTINUING UNTIL RESPONDENT DOES NOT THINK IT IS APPLICABLE TO ASK RACE ORIENTED QUESTIONS. AT THAT POINT, FOLLOW THE ABOVE "SEGREGATED" SKIP PATTERN.

---

1. This year many school personnel are working in a newly desegregated school environment. Many of you have had previous experience in such a situation while others have had only limited practice in a desegregated school setting. In any case, the situation poses a special set of circumstances which school personnel must deal with. Please think back to the beginning of the school year. (SHOW CARD "A") Please answer each question in terms of the scale on this card.

		B	N-B
a. How easy or difficult did you think it would be for principals to develop good relations with teachers of another race?	Very easy	44	132
	Easy	96	397
	Difficult	45	84
	Very difficult	4	5
	Not Applicable (Vol.)	1	2
	Don't Know (Vol.)	1	2
b. How easy or difficult did you think it would be to overcome racial antagonisms between students which might cause problems at organized school extracurricular activities?	Very easy	14	27
	Easy	95	242
	Difficult	69	276
	Very difficult	5	39
	Not Applicable (Vol.)	7	32
	Don't Know (Vol.)	1	4
c. How about overcoming difficulties in community relations?	Very easy	21	26
	Easy	59	233
	Difficult	95	284
	Very difficult	12	60
	Not Applicable (Vol.)	1	2
	Don't Know (Vol.)	2	3
d. And, how about overcoming the problems of motivating students of both races to participate in classroom activities and discussions?	Very easy	15	15
	Easy	109	251
	Difficult	57	304
	Very difficult	2	39
	Not Applicable (Vol.)	4	4
	Don't Know (Vol.)	3	8

			B	N-B
e.	How easy or difficult did you feel it would be for teachers to develop good relations with students of a different race?	Very easy	16	33
		Easy	110	276
		Difficult	59	196
		Very difficult	2	7
		Not Applicable (Vol.)	0	0
		Don't Know (Vol.)	3	5
f.	And, how about overcoming the problems associated with academic gaps between the black and white students in the same classroom?	Very easy	2	7
		Easy	15	93
		Difficult	109	374
		Very difficult	57	122
		Not Applicable (Vol.)	2	18
		Don't Know (Vol.)	4	3
g.	How about overcoming racial antagonism between students which might cause problems in the cafeteria, the playground, the corridors, or the buses?	Very easy	12	34
		Easy	116	300
		Difficult	50	249
		Very difficult	5	27
		Not Applicable (Vol.)	6	8
		Don't Know (Vol.)	1	2
h.	How easy or difficult did you think it would be for teachers of different races to develop good relations with each other?	Very easy	22	65
		Easy	128	452
		Difficult	37	91
		Very difficult	2	9
		Not Applicable (Vol.)	0	2
		Don't Know (Vol.)	1	2
i.	How easy or difficult did you expect it would be for you and your teachers to work in a multi-cultural environment?	Very easy	14	37
		Easy	123	347
		Difficult	46	222
		Very difficult	4	11
		Not Applicable (Vol.)	1	4
		Don't Know (Vol.)	2	1

			B	N-B
2.	As a result of your experience so far, would you say that your attitude has become more positive, stayed about the same, or become more negative about working out solutions to classroom problems occurring as a result of desegregation?	More positive	135	371
		About the same	53	222
		More negative	1	31
2a.	And how about working out solutions to problems occurring in your school outside the classroom as a result of desegregation?	More positive	119	347
		About the same	67	246
		More negative	4	31

3. Now, let's turn to something a little different (SHOW CARD "B"). Please look at the items on this card. Which do you feel has been the best area of performance for your school this school year? Now, which do you feel has been the biggest problem?

		B	N-B	B	N-B
a.	community relations	38	60	27	77
b.	academic performance in an integrated classroom	28	65	36	192
c.	teacher performance in a multi-cultural environment	19	137	15	30
d.	interracial student to student relations	34	107	6	22
e.	interracial student and teacher relations	16	64	15	5
f.	interracial teacher to teacher relations	31	131	3	10
g.	discipline	15	35	52	133
h.	attendance	10	26	25	139

CHECK VS. Q. NO. 3)

4. Why do you consider ____________________ the best area of performance for this school this school year? (PROBE)

4a. Why do you consider ________________ the greatest problem for this school this school year? (PROBE)

5. Now, I would like to read a list of items regarding students and teachers in this school. For each of these items, I would like you to indicate whether or not you have noticed a change since the early part of the school year. (READ ITEM) (IF ANY CHANGE ASK:) Was that change for better or worse?

5a. The attendance of black students since the early part of this school year?

	B	N-B
Better	64	255
No Change (GO TO b.)	124	54
Worse	2	18
Don't Know (Vol.) (GO TO b.)	1	146

(IF CHANGE) Why is that? (PROBE)

5b. The attendance of white students since the early part of this school year?

	B	N-B
Better	29	55
No Change (GO TO c.)	144	510
Worse	12	51
Don't Know (Vol.) (GO TO c.)	3	8

(IF CHANGE) Why is that? (PROBE)

5c. The way students of different races work together in class since the early part of this school year?

	B	N-B
Better	129	391
No Change (GO TO Q.d)	56	221
Worse	2	8
Don't Know (Vol.) (GO TO Q. d)	1	5

(IF CHANGE) Why is that? (PROBE)

5d. The way teachers of different races relate to each other in their everyday school activities since the early part of the school year?

	B	N-B
Better	112	295
No Change (GO TO Q. 6)	75	310
Worse	2	11
Don't Know (Vol.) (GO TO Q.6)	0	3
Not Applicable (GO TO Q.6)	0	7

(IF CHANGE) Why is that? (PROBE)

6. And now something a little different again. For each of the items I read, I would like you to tell me whether you think there has been an increase or decrease since the early part of the school year or whether it has remained the same. (READ ITEM)

6a. The size of the gap in grade level achievement between black and white students since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	3	25
Decrease.................	88	286
Remained the same (GO TO b.).....................	65	235
Don't Know (Vol.) (GO TO b.)	22	61

6b. The number of interracial friendships formed since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	154	456
Decrease	0	6
Remained the same (GO TO c.).....................	28	137
Don't Know (Vol.) (GO TO c.)	5	22

6c. The frequency with which you are contacted by parents of another race since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	36	130
Decrease	81	98
Remained the same (GO TO Q.d)	68	382
Don't Know (Vol.) (GO TO Q. d)	2	4

6d. The participation of black students in classes taught by white teachers since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	120	364
Decrease	1	3
Remained the same (GO TO Q. e)	62	215
Don't Know (Vol.) (GO TO Q. e)	2	28
Not Applicable (GO TO Q. e)	3	10

6e. The participation of white students in classes taught by black teachers since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	99	241
Decrease	0	10
Remained the same (GO TO Q. 7)	78	321
Don't Know (Vol.) (GO TO Q. 7)	4	31
Not Applicable (GO TO Q. 7)	5	17

7. And now something different again. For each of the items I read, I would like you to tell me if the following activities are more or less integrated since the early part of the school year, or whether the racial mix has remained the same (READ ITEM).

(ASK a ONLY IN SECONDARY SCHOOLS)

7a. The mix of students participating in school activities since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
More integrated	41	146
Less integrated	0	7
Remained the same (GO TO b)	40	151
Don't Know (Vol.) (GO TO b)	1	7

7b. The student groupings on the campus and in the careteria since the early part of the school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
More integrated	92	195
Less integrated	0	12
Remained the same (GO TO c)	82	385
Don't Know (Vol.) (GO TO c	3	3

7c. The racial composition at parent-teacher meetings since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
More integrated	35	106
Less integrated	8	23
Remained the same (GO TO 8)	104	355
Don't Know (Vol.)(GO TO 8)	8	28

		B	N-B
8. For the classroom situations we have been discussing, would you use an overall rating of good, fair, or bad for the educational achievements of desegregation in your school.	Good	150	343
	Fair	37	254
	Bad	2	23
8a. For the situations outside of the classroom we have been discussing, would you use an overall rating of good, fair or bad for the achievements of desegregation in your school.	Good	137	360
	Fair	46	235
	Bad	4	21

9. As far as you are concerned, what is the best thing that this school has done this school year to provide for smooth desegregation? (PROBE FOR DETAILS)

10. Are there any major problem areas which exist in this school which have not been mentioned? If so, what are they? (PROBE FOR DETAILS)

11. Schools sometimes develop particular kinds of programs or activities to try to make school desegregation proceed more smoothly. Sometimes schools have special training for teachers, bring students of different races together in programs to promote racial understanding, use new curriculum materials, or have other kinds of programs. Do you know of any programs to ease the impact of school desegregation that have been developed in this school during this school year?

	B	N-B
Yes	98	317
No (GO TO Q. 11b)	81	224

11a. Please describe the activities you know about. (INTERVIEWER: CLASSIFY APPROPRIATELY OR PLACE IN "OTHERS")

11b. (SHOW CARD) How about the activities on this card? Please read the list carefully and tell me if any of these activities are taking place at this school this year. (WRITE IN SUB-ACTIVITIES MENTIONED AND CIRCLE APPROPRIATE DIGITS IN COLUMN 11b. ASK ACTIVITY QUESTIONS FOR EACH ACTIVITY WHICH HAS A CIRCLED DIGIT IN COLUMN 11a OR 11b.)

11c. (CIRCLE THE NUMBER ADJACENT TO EACH SUB-ACTIVITY THAT THE PROJECT DIRECTOR HAS MENTIONED FOR THAT SCHOOL. ASK ONLY THE ATTITUDE QUESTIONS FOR EACH ACTIVITY WHICH HAS A CIRCLED DIGIT IN COLUMN 11c BUT NOT IN COLUMN 11a AND 11b.)

ACTIVITY	11a	11b	11c	SKIP TO PAGE
I. Special Comm. Programs				12
1.	22-1	25-1	28-1	
2.	2	2	2	
3.	3	3	3	
II. Special Pupil Personnel Services				16
1.	5	5	5	
2.	6	6	6	
3.	7	7	7	
III. Special Curriculum Revision Programs				19
1.	9	9	9	
2.	0	0	0	
3.	x	x	x	
IV. Teacher Preparation Programs				23
1.	23-1	26-1	29-1	
2.	2	2	2	
3.	3	3	3	
V. Special Student--Student Programs				28
1.	5	5	5	
2.	6	6	6	
3.	7	7	7	
VI. Bussing				31
1.	9	9	9	
2.	0	0	0	
3.	x	x	x	
VII. Compensatory or Remedial Education Classes				34
1.	24-1	27-1	30-1	
2.	2	2	2	
3.	3	3	3	
VIII. Others				37
1.	5	5	5	
2.	6	6	6	
3.	7	7	7	

TRANSFER TO
CARD 80 - ④

80-②

Project (Activities)

1. ____________
2. ____________
3. ____________

I SPECIAL COMMUNITY PROGRAMS I

ASK SERIES FOR EACH PROJECT IN SCHOOL

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in Progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)...........	4	4	4
Other (SPECIFY) ________	5	5	5
Don't Know (GO TO Q. 2).	6	6	6

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING STAGES") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
	(19)	(21)	(23)	(25)	(27)	(29)						
Before Sept. '70	1	1	1	1	1	1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7	(31)	(32)	(33)	(34)	(35)	(36)
Mar. '71	8	8	8	8	8	8	1	1	1	1	1	1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
	(20)	(22)	(24)	(26)	(28)	(30)						
Later	1	1	1	1	1	1	6	6	6	6	6	6
Don't Know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING STAGES", GO TO NEXT ACTIVITY

2. Do you know of any personnel or materials that are being utilized in this school to conduct the ________ activity?

Yes	37-1
No (GO TO Q. 4)	2
Don't know (Vol.) (GO TO Q. 4)	3

3. Please describe how the personnel and/or materials purchased are being used in the ______________ project at this school. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

①

38-
39-

②

40-
41-

③

42-
43-

SPECIAL COMMUNITY PROGRAMS

4. Promote Understanding

Let's talk a bit about the activity at this school that deals with ______________ In other areas where we've talked to people, we've heard a lot about how things are going. We've listed some of the comments and wondered how true they are for this school. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

			Extremely True	Very True	Some-what True	Not at all True	Vol. D.K.	Not Appli-cable
a.	"This activity is having a positive effect on changing the way one race feels about the other in the classroom."	B/	2	8	5	0	1	0
		N-B/	6	19	38	1	1	2
b.	"Students appear to be performing better as a consequence of this activity."	B/	0	10	5	0	0	1
		N-B/	4	22	27	3	6	6
c.	"Teacher performance seems to have improved since this activity began."	B/	0	11	4	1	0	0
		N-B/	1	22	25	9	3	7
d.	"Even though this activity is designed to make desegregation easier, people are more nervous than ever about racial differences and the mixing of races."	B/	0	0	5	10	0	1
		N-B/	1	1	13	49	2	1
e.	"Parents are seeking more information about the operations of the school in general and the effects of desegregation in particular as a result of this project."	B/	1	7	5	3	0	0
		N-B/	4	19	27	13	3	1

SPECIAL COMMUNITY PROGRAMS

Let's talk a bit about the activity at this school that deals with ____________. In other areas where we've talked to people, we've heard a lot about how things are going. We've listed some of the comments and wondered how true they are for this school. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "This activity is having a positive effect on changing the way one race feels about the other in the classroom."	B/	1	4	2	0	0	0
	N-B	3	4	9	2	2	0
b. "Students appear to be performing better as a consequence of this activity."	B/	0	3	4	0	0	0
	N-B/	1	5	9	3	2	0
c. "Teacher performance seems to have improved since this activity began."	B/	0	3	3	1	0	0
	N-B/	0	4	9	4	2	0
d. "Even though this activity is designed to make desegregation easier, people are more nervous than ever about racial differences and the mixing of races."	B/	0	0	0	7	0	0
	N-B/	0	0	4	13	3	0
e. "Parents are seeking more information about the operations of the school in general and the effects of desegregation in particular as a result of this project."	B/	0	2	3	1	1	0
	N-B/	1	6	9	1	3	0

79-①

Project (Activities)

1. ____________
2. ____________
3. ____________

II SPECIAL PUPIL PERSONNEL SERVICES II

ASK SERIES FOR EACH PROJECT IN SCHOOL

1. What is the current status of the ________________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in Progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)............	4	4	4
Other (SPECIFY) ________	5	5	5
Don't Know (GO TO Q.2).	6	6	6

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING STAGES") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
	(19)	(21)	(23)	(25)	(27)	(29)						
Before Sept. '70	1	1	1	1	1	1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7	(31)	(32)	(33)	(34)	(35)	(36)
Mar. '71	8	8	8	8	8	8	1	1	1	1	1	1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
	(20)	(22)	(24)	(26)	(28)	(30)						
Later	1	1	1	1	1	1	6	6	6	6	6	6
Don't Know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING STAGES", GO TO NEXT ACTIVITY

2. Do you know of any personnel or materials that are being utilized in this school to conduct the __________ activity?

Yes	37-1
No (GO TO Q.4)	2
Don't know (Vol.) (GO TO Q. 4)	3

3. Please describe how the personnel and/or materials purchased are being used in the _______________ project at this school. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

①

38-
39-

②

40-
41-

③

42-
43-

4. Counseling

Now, I'd like to ask you about the ______________________ at this school. In talking to other participants in similar projects, we've heard many different comments about this area. We've recorded them and wondered how true they were for this area. We've recorded them and wondered how true they were for this school. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

			Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a.	"The counselor was hired primarily to help white children solve problems that are due to desegregation."	B/	0	0	3	4	0	1
		N-B/	0	1	3	22	1	0
b.	"Black and white students haven't changed the way they feel about each other even though that is one of the goals the counselor is striving for."	B/	0	1	2	4	1	0
		N-B/	1	3	6	15	1	1
c.	"The new counselors are as much a help to teachers as they are to students."	B/	3	3	1	1	0	0
		N-B/	4	11	10	2	0	0
d.	"The new counselors have helped inspire black students to do better academically."	B/	1	5	1	1	0	0
		N-B/	4	8	12	1	1	1
e.	"The counselors at this school are not concerned with social problems."	B/	0	0	1	6	0	1
		N-B/	1	0	2	24	0	0
f.	"The counselors have helped motivate white students to do better academically."	B/	1	5	1	0	0	0
		N-B/	2	10	10	4	1	0
g.	"This counselor was hired primarily to help black children solve problems that are due to desegregation."	B/	0	0	0	6	0	1
		N-B/	1	4	6	15	1	1

Project (Activities)

1. ____________
2. ____________
3. ____________

III SPECIAL CURRICULUM REVISION PROGRAMS III

ASK SERIES FOR EACH PROJECT IN SCHOOL

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in Progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)............	4	4	4
Other (SPECIFY) ________	5	5	5
Don't Know (GO TO Q. 2).	6	6	6

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING STAGES") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
	(19)	(21)	(23)	(25)	(27)	(29)						
Before Sept. '70	1	1	1	1	1	1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7	(31)	(32)	(33)	(34)	(35)	(36)
Mar. '71	8	8	8	8	8	8	1	1	1	1	1	1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
	(20)	(22)	(24)	(26)	(28)	(30)						
Later	1	1	1	1	1	1	6	6	6	6	6	6
Don't Know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING STAGES", GO TO NEXT ACTIVITY

2. Do you know of any personnel or materials that are being utilized in this school to conduct the ________ activity?

Yes	37-1
No (GO TO Q. 4)	2
Don't know (Vol.) (GO TO Q. 4)	3

3. Please describe how the personnel and/or materials purchased are being used in the _______________ project at this school. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

①

38-
39-

②

40-
41-

③

42-
43-

SPECIAL CURRICULUM REVISION PROGRAMS

4. Multi-Cultural Curriculum

Let's talk a little about ______________________ activities at this school. To what extent do you agree that the statements I will read are representative of this school? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Some-what True	Not at all True	Vol. D.K.	Not Appli-cable
a. "White students feel better toward blacks as a result of the introduction of multi-cultural curricula."	B/	0	1	5	0	0	0
	N-B/	2	7	13	0	0	0
b. "Black students feel more at ease in the classroom since the inclusion of their history and life styles as a natural part of the curricula, even if taught by a white."	B/	0	2	2	0	0	1
	N-B/	2	10	10	0	1	0
c. "New curriculum revisions have helped inspire white students do better academically."	B/	0	2	2	0	1	0
	N-B/	0	10	7	3	2	1
d. "Black students have been inspired to do better academically as a result of new curriculum revisions."	B/	0	2	2	0	1	0
	N-B/	1	11	7	0	4	0
e. "Teachers feel at ease with the new multi-cultural materials."	B/	0	3	2	0	0	0
	N-B/	2	12	8	0	0	0
f. "Teachers do not feel comfortable with the new multi-cultural materials."	B/	0	0	1	4	0	0
	N-B/	0	0	8	14	0	0

SPECIAL CURRICULUM REVISION PROGRAMS

5. Innovative Techniques

Now I want to ask you about ______________________ activities at this school. To what extent do you agree that the statements I will read are representative of this school? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very ture, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "Teachers are eager to try out the new ways of presenting materials to students."	B/	6	15	10	0	0	0
	N-B/	11	43	29	0	0	0
b. "Black students respond better in class when less traditional approaches are used."	B/	1	17	12	0	1	0
	N-B/	10	42	24	4	5	2
c. "White students are responsive to innovative presentation of materials."	B/	1	19	10	1	0	0
	N-B/	10	51	21	0	3	2
d. "White teachers are still using 'tried and true' methods."	B/	0	6	18	7	0	0
	N-B/	2	24	48	7	4	2
e. "Black teachers are reluctant to change their teaching styles."	B/	0	2	12	17	0	0
	N-B/	2	4	37	39	4	2
f. "There is no change in the way teachers are teaching in this school so far this year."	B/	0	0	5	26	0	0
	N-B/	2	1	9	72	2	2

79-③

Project (Activities)

1. ____________

2. ____________

3. ____________

IV TEACHER PREPARATION PROGRAMS IV

ASK SERIES FOR EACH PROJECT IN SCHOOL

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in Progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)...........	4	4	4
Other (SPECIFY) ________	5	5	5
Don't Know (GO TO Q. 2).	6	6	6

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING STAGES") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
	(19)	(21)	(23)	(25)	(27)	(29)						
Before Sept. '70	1	1	1	1	1	1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7	(31)	(32)	(33)	(34)	(35)	(36)
Mar. '71	8	8	8	8	8	8	1	1	1	1	1	1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
	(20)	(22)	(24)	(26)	(28)	(30)						
Later	1	1	1	1	1	1	6	6	6	6	6	6
Don't Know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING STAGES", GO TO NEXT ACTIVITY

2. Do you know of any personnel or materials that are being utilized in this school to conduct the __________ activity?

Yes	37-1
No (GO TO Q. 4)	2
Don't know (Vol.) (GO TO Q. 4)	3

3. Please describe how the personnel and/or materials purchased are being used in the _______________ project at this school. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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4. Attitudinal

Let's talk a bit about ____________________ activities at this school. In other areas where we've talked to people, we've heard a lot about how things are going. We've recorded some of the comments and wondered how true they are for this school. (SHOW CARD) For example, (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "Due to this activity, black teachers are more aware of the problems that white teachers face."	B/	1	9	12	2	1	1
	N-B/	7	37	33	7	4	8
b. "The activity has caused additional friction between white and black teachers."	B/	1	0	0	24	0	1
	N-B/	2	0	7	84	0	3
c. "All the programs in the world won't change the way teachers of one race feel about students of the opposite race."	B/	0	0	4	22	0	0
	N-B/	1	1	9	83	1	1
d. "As a result of their participation in this project, white teachers are relating more positively to black teachers."	B/	0	12	12	2	0	0
	N-B/	5	44	29	8	3	6
e. "White teachers have been able to adjust to teaching black students much more easily because of this activity."	B/	0	10	13	2	1	0
	N-B/	4	31	41	10	2	7
f. "Black teachers have established good relations with white students through the aid of this program."	B/	0	13	9	2	1	1
	N-B/	1	35	40	9	6	4
g. "This activity makes it possible to change or modify one's approach to teaching in a desegregated environment."	B/	1	17	7	1	0	0
	N-B/	5	54	25	6	2	3

TEACHER PREPARATION PROGRAMS

5. Basic Learning Skills

I want to talk to you about the ____________________ activities at this school. In talking to participants in similar projects, we've heard a lot about how things are going. We've recorded some of the comments and wondered how true they are for this school. (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "The benefits of this activity are evident in the academic performance of most students."	B/	2	11	11	2	1	1
	N-B/	4	33	21	3	9	6
b. "Even with the new skill training program, white teachers still do not like dealing with black students."	B/	0	0	2	25	0	0
	N-B/	0	0	11	54	2	5
c. "White students are responding favorably to black teachers as a result of this project."	B/	2	13	9	1	0	1
	N-B/	3	35	26	2	1	5
d. "Even with the new skill training program, black teachers still do not like dealing with white students."	B/	0	0	1	25	0	1
	N-B/	0	0	10	55	3	4
e. "Black children are responding favorably to white teachers as a result of this project."	B/	2	10	13	2	0	0
	N-B/	5	36	22	2	1	7

TEACHER PREPARATION PROGRAMS

6. Aides

Now I'd like to talk a little about the ____________________ at this school. In the course of this project, we have heard many statements about this area. To what extent do you feel they are true for this school? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

			Extremely True	Very True	Some-what True	Not at all True	Vol. D.K.	Not Appli-cable
a.	"Students perform poorly with any aide regardless of race."	B/	0	0	2	3	0	0
		N-B/	0	0	0	27	0	0
b.	"White students don't respect black aides."	B/	0	0	2	4	0	0
		N-B/	0	0	0	27	0	0
c.	"Black teachers are uneasy when a white aide is assigned to their classes."	B/	0	0	2	4	0	0
		N-B/	0	0	0	27	0	0
d.	"Only an aide of the same race as the student is capable of motivating that student to better performance."	B/	0	0	2	4	0	0
		N-B/	0	0	0	27	0	0
e.	"A white teacher is more careful in her treatment of black students when a black aide is present."	B/	0	0	2	4	0	0
		N-B/	0	0	0	27	0	0
f.	"Black students don't respect white aides."	B/	0	0	2	4	0	0
		N-B/	0	0	0	27	0	0

79-④

Project (Activities)

1. ________________
2. ________________
3. ________________

V SPECIAL STUDENT TO STUDENT PROGRAMS V

ASK SERIES FOR EACH PROJECT IN SCHOOL

---

1. What is the current status of the ________________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in Progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)............	4	4	4
Other (SPECIFY) ________	5	5	5
Don't Know (GO TO Q.2).	6	6	6

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING STAGES") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
	(19)	(21)	(23)	(25)	(27)	(29)						
Before Sept. '70	1	1	1	1	1	1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7	(31)	(32)	(33)	(34)	(35)	(36)
Mar. '71	8	8	8	8	8	8	1	1	1	1	1	1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
	(20)	(22)	(24)	(26)	(28)	(30)						
Later	1	1	1	1	1	1	6	6	6	6	6	6
Don't Know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING STAGES", GO TO NEXT ACTIVITY

---

2. Do you know of any personnel or materials that are being utilized in this school to conduct the __________ activity?

Yes	37-1
No (GO TO Q.4)	2
Don't know (Vol.) (GO TO Q. 4)	3

---

3. Please describe how the personnel and/or materials purchased are being used in the ______________ project at this school. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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STUDENT-TO-STUDENT PROGRAMS

4. Let's talk a little about the ______________________ activity going on at this school. I would like to read some comments we have heard on this throughout the course of this study and I would like you to tell me to what extent each is true for your school. (READ STATEMENT) Is that extremely true, very true, somewhat true, or not at all true for this school. (REPEAT FOR EACH)

	Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "Black students are less suspicious of white students as a result of the activity."	B/1	8	4	1	0	2
	N-B/2	15	27	4	0	2
b. "White students are more enthusiastic about participating in various activities with black students as a result of this project."	B/1	6	7	1	0	1
	N-B/2	16	23	6	2	1
c. "Because of the release in tensions through these activities, most students are performing better in class."	B/1	6	9	0	0	0
	N-B/1	13	23	8	4	1
d. "Black students have been motivated to do better academically through the aid of these activities."	B/0	7	8	0	1	0
	N-B/2	10	27	7	4	0
e. "White students actually enjoy the bi-racial class situation, thanks to these activities."	B/0	7	7	1	1	0
	N-B/1	9	30	4	3	2
f. "White students have been motivated to do better academically as a result of this activity."	B/0	5	8	1	1	1
	N-B/1	6	27	11	5	0
g. "Black students are at ease in biracially class situations due to the effects of this activity."	B/1	5	7	1	1	0
	N-B/2	11	32	2	2	1

79-⑤

Project (Activities)

1. ____________
2. ____________
3. ____________

VI BUSSING VI

ASK SERIES FOR EACH PROJECT IN SCHOOL

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in Progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)	4	4	4
Other (SPECIFY) ________	5	5	5
Don't Know (GO TO Q.2).	6	6	6

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING STAGES") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
	(19)	(21)	(23)	(25)	(27)	(29)						
Before Sept. '70	1	1	1	1	1	1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7	(31)	(32)	(33)	(34)	(35)	(36)
Mar. '71	8	8	8	8	8	8	1	1	1	1	1	1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
	(20)	(22)	(24)	(26)	(28)	(30)						
Later	1	1	1	1	1	1	6	6	6	6	6	6
Don't Know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING STAGES", GO TO NEXT ACTIVITY

2. Do you know of any personnel or materials that are being utilized in this school to conduct the ________ activity?

Yes	37-1
No (GO TO Q.4)	2
Don't know (Vol.) (GO TO Q. 4)	3

3. Please describe how the personnel and/or materials purchased are being used in the ______________ project at this school. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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4a.	Do black and white students usually ride to and from school together on the same bus?	Yes	44-1
		No	2
		Don't Know (Vol.)	3
4b.	Does this school utilize a "late bus" policy so that students can stay after school for extra-curricular activities or disciplinary reasons?	Yes	5
		No	6
		Don't Know (Vol.)	7

79-⑥

Project (Activities)

1. ____________
2. ____________
3. ____________

VII COMPENSATORY OR REMEDIAL EDUCATION CLASSES VII

ASK SERIES FOR EACH PROJECT IN SCHOOL

1. What is the current status of the ____________ project?

	1	2	3
Not begun yet (GO TO 1c)	16-1	17-1	18-1
Still in Progress	2	2	2
Ended	3	3	3
Still in planning stages (GO TO 1c)............	4	4	4
Other (SPECIFY) ________	5	5	5
Don't Know (GO TO Q.2).	6	6	6

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING STAGES") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
	(19)	(21)	(23)	(25)	(27)	(29)						
Before Sept. '70	1	1	1	1	1	1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7	(31)	(32)	(33)	(34)	(35)	(36)
Mar. '71	8	8	8	8	8	8	1	1	1	1	1	1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
	(20)	(22)	(24)	(26)	(28)	(30)						
Later	1	1	1	1	1	1	6	6	6	6	6	6
Don't Know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING STAGES", GO TO NEXT ACTIVITY

2. Do you know of any personnel or materials that are being utilized in this school to conduct the ____________ activity?

Yes	37-1
No (GO TO Q.4)	2
Don't know (Vol.) (GO TO Q. 4)	3

3. Please describe how the personnel and/or materials purchased are being used in the _______________ project at this school. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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COMPENSATORY OR REMEDIAL EDUCATION CLASSES

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4. Now I want to ask you about ____________________ activities at this school. To what extent do you agree that the statements I will read are representative of this school? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "The remedial education classes are primarily for black students."	B/	0	2	1	8	0	0
	N-B/	1	8	13	40	0	3
b. "The remedial education classes are primarily for white students."	B/	0	0	0	12	0	0
	N-B/	0	0	6	56	0	3
c. "These classes are a way of getting discipline problems out of the regular classroom."	B/	0	0	1	10	0	0
	N-B/	0	0	1	60	1	4
d. "Even though the project is designed to help students catch up with their age mates and get into regular classes, there is not much chance that it will work."	B/	0	0	1	11	0	0
	N-B/	0	4	15	39	1	4
e. "The students in these classes are more at ease in various school situations as a result of the special academic help."	B/	2	8	2	0	0	0
	N-B/	7	38	14	1	2	3
f. "Being put in a remedial education class makes a student uncomfortable with students who are in regular classes."	B/	0	2	4	6	0	2
	N-B/	0	0	12	46	0	3

79-⑦

Project (Activities)

1. ____________
2. ____________
3. ____________

VIII OTHERS VIII

ASK SERIES FOR EACH PROJECT IN SCHOOL

		1	2	3
1. What is the current status of the ____________ project?	Not begun yet (GO TO 1c)	16-1	17-1	18-1
	Still in Progress	2	2	2
	Ended	3	3	3
	Still in planning stages (GO TO 1c)	4	4	4
	Other (SPECIFY) ________	5	5	5
	Don't Know (GO TO Q. 2).	6	6	6

1a. When did the project begin?

1b. (IF "ENDED") When did the project end? (GO TO Q. 2)

1c. (IF "NOT BEGUN" OR "STILL IN PLANNING STAGES") When is the project scheduled to begin?

1d. When is the project scheduled to end?

	1a.			1b.			1c.			1d.		
	1	2	3	1	2	3	1	2	3	1	2	3
	(19)	(21)	(23)	(25)	(27)	(29)						
Before Sept. '70	1	1	1	1	1	1						
Sept. '70	2	2	2	2	2	2						
Oct. '70	3	3	3	3	3	3						
Nov. '70	4	4	4	4	4	4						
Dec. '70	5	5	5	5	5	5						
Jan. '71	6	6	6	6	6	6						
Feb. '71	7	7	7	7	7	7	(31)	(32)	(33)	(34)	(35)	(36)
Mar. '71	8	8	8	8	8	8	1	1	1	1	1	1
Apr. '71	9	9	9	9	9	9	2	2	2	2	2	2
May '71	0	0	0	0	0	0	3	3	3	3	3	3
June '71	x	x	x	x	x	x	4	4	4	4	4	4
Summer '71	y	y	y	y	y	y	5	5	5	5	5	5
	(20)	(22)	(24)	(26)	(28)	(30)						
Later	1	1	1	1	1	1	6	6	6	6	6	6
Don't Know	2	2	2	2	2	2	7	7	7	7	7	7

IF "NOT BEGUN" OR "STILL IN PLANNING STAGES", GO TO GENERAL SCHOOL INFORMATION

2. Do you know of any personnel or materials that are being utilized in this school to conduct the ________ activity?	Yes	37-1
	No (GO TO Q. 4)	2
	Don't know (Vol.) (GO TO Q. 4)	3

3. Please describe how the personnel and/or materials purchased are being used in the ______________ project at this school. (PROBE FOR AS MUCH DETAIL AS POSSIBLE)

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GENERAL SCHOOL INFORMATION (GSI)

A. Has this school received any technical assistance from U. S. Office of Education staff specifically for the ESAP project grants?

	B	N-B
Yes	6	17
No (GO TO B)	196	392

A1. (IF "YES") For which activities has the school received technical aid? (READ LIST)

A2. (FOR EACH MENTIONED) Please describe the technical assistance you are receiving for the ____________ program?

	A1	A2 (DESCRIPTION)	
17-	1	a. Special Comm. Programs:	18- 19-
	2	b. Special Pupil Personnel Services:	20- 21-
	3	c. Special Curriculum Revision Programs:	22- 23-
	4	d. Teacher Preparation Programs:	24- 25-
	5	e. Special Student--Student Programs:	26- 27-
	6	f. Bussing:	28- 29-
	7	g. Compensatory or Remedial Education Classes:	30- 31-
	8	h. Other:	32- 33-

B. ESAP programs vary quite a bit in how directly they are related to desegregation. How closely is the ESAP program in your school related to desegregation: extremely closely, very closely, a little closely, or not at all closely.

	B	N-B
Extremely	44	122
Very	89	282
A little	40	121
Not at all	7	42
Don't Know (Vol.) GO TO Q. C)	6	27

B1. Why do you feel that way? (PROBE)

35-
36-

C. What was the proportion ___________ students in this school last year?

C1. What is it this year?

	% Last Year	% This Year
Black		
White (Non-Spanish Speaking)		
Indian American		
Spanish Speaking		
Other ___________________		

37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56

D. Can you tell me whose opinions were considered when application was made for the ESAP grant? Anyone else? (PROBE)

D1. Were you involved?

	B	N-B
Yes	130	338
No	75	291

			B	N-B
E.	Did you participate in the development of the implementation plans or the planned usage of the personnel and/or material made available by ESAP funds in your school?	Yes	133	406
		No	68	203
			B	N-B
F.	If you had an operational problem with an ESAP activity that required help from the project director, did you go to him (her) for help?	Yes	71	223
		No (GO TO PER DATA)	85	36
		No problems (GO TO PER DATA)	110	332
F1.	(IF YES) How responsive was he (she) in solving the problem?	Very helpful	67	213
		Fair	2	5
		Not helpful	2	3

PERSONAL DATA

A. Now, I would like to ask just a few questions about yourself. First, what is your age:

	B	N-B		B	N-B
Under 21 .	0	0	36 - 40 ...	21	118
21 - 25 ...	0	9	41 - 45 ...	44	106
26 - 30 ...	2	38	46 - 50 ...	34	94
31 - 35 ...	7	76	51 - 55 ...	37	65
			56 or older	59	132

B. What is the highest academic degree that you hold?

	B	N-B
Some College	0	1
AA	0	3
BA/BS	13	69
MA	74	237
MS	50	54
MAT	0	6
M. Ed.	60	244
Ed. D	0	5
Ph. D.	1	7
Other (SPECIFY) ____________	4	11

C. Are you currently undertaking additional studies?

Yes	86	239
No (GO TO Q. D)	119	399

C1. Toward which degree are you working?

AA	1	1
BA/BS	0	1
MA	3	11
MAT	0	2
MS	3	10
M. Ed.	7	18
Ed. D	12	45
Ph. D	10	16
None	25	49
Other (SPECIFY) ____________	25	85

D. How long have you held your current position?

Less than 1 year	34	159
1 - Less than 2 years	11	67
2 - Less than 3 years	17	63
3 - Less than 4 years	11	54
4 - Less than 5 years	11	56
5 - Less than 10 years	50	113
10 - Less than 15 years ...	26	48
15 or more years	45	78

E. What was your position before this one?

	B	N-B
Superintendent	0	4
Assistant Superintendent	1	9
Principal	92	239
Assistant Principal	36	81
Other Administrative (SPECIFY) ________	14	64
Teacher	61	234
Not in Education	4	7

F. How long have you worked in the educational profession?

	B	N-B
Less than 1 year	0	1
1 - Less than 2 years	0	2
2 - Less than 3 years	0	5
3 - Less than 4 years	1	4
4 - Less than 5 years	0	13
5 - Less than 10 years	4	72
10 - Less than 15 years	20	135
15 or more years	182	407

INTERVIEWER: DO NOT ASK

	B	N-B
SEX		
Male	176	534
Female	32	105
RACE		
Black	208	0
White (Non-Spanish Speaking)	0	638
Indian American	0	0
Spanish Speaking	0	1
Other	0	0

THANK YOU VERY MUCH

80-③

Time Ended ☐

OMB 51-71005
Approval Expires Dec. 31, 1971

EMERGENCY SCHOOL ASSISTANCE PROGRAM QUESTIONNAIRE FOR TEACHERS

T

I. D. ——→ LEA ——→ Proj.

1	2	3	4	5	6	7	8	9	10	Col.	M	T	W	Th	F	S
								⑧	⑦	11→	1	2	3	4	5	6

Q	State Code	
12	13	14
③		

Interviewer No. ☐ Team No. ☐ Time Started ☐

LEA: ________________________________

School: ________________________________

Address: ________________________________

________________________________ Zip: ________

Respondent: ________________________________

Why Selected:		
	Participant: Directly Involved (first choice) ...	15-1
	Participant: Directly Involved (other)	2
	Indirectly Involved (first choice)	3
	Indirectly Involved (other)	4

Date of Interview: ______________ School Telephone: (   ) ______________
Area Code

INTRODUCTORY STATEMENT

As you probably know, the United States Office of Education has a program designed to provide Emergency School Assistance to school districts undergoing desegregation.

As part of this program, we are talking to principals, teachers, students, and project directors in many of the school districts that are receiving funds. Through these interviews we hope to determine which projects are most useful to local school districts.

We are from Resource Management Corporation, a private research company located in Maryland, and are under contract to the Office of Education to carry out this study. Your answers will be completely anonymous. Only tabulated regional and national statistics which have no association with your name will be given to the Office of Education. Therefore, your answers will be held in strict confidence between you and me.

I am asking for your name and school telephone number so that my field supervisor can check this interview, if necessary. When my field supervisor has finished this checking, the cover sheet with your name will be destroyed.

OE Form 121-2

IF SCHOOL IS "SEGREGATED," SKIP QUESTION 1 - QUESTION 11 AND THE ATTITUDE QUESTIONS FOR EACH ACTIVITY.

IF "ONE OR MORE STUDENTS OF ANOTHER RACE" (I. E., TOKEN INTEGRATION) ASK QUESTIONS STARTING WITH QUESTION 1 AND CONTINUING UNTIL RESPONDENT DOES NOT THINK IT IS APPLICABLE TO ASK RACE-ORIENTED QUESTIONS. AT THAT POINT, FOLLOW THE ABOVE "SEGREGATED" SKIP PATTERN.

---

1. As you know, this year many teachers are working in a newly desegregated school environment. Many teachers have had previous experience in such a situation while others have had only limited practice in a desegregated school setting. In any case, the situation poses a special set of circumstances which teachers must deal with. Please think back to the beginning of the school year. (SHOW CARD "A") Please answer each question in terms of the scale on this card.

		B	N-B
a. How easy or difficult did you think it would be to overcome racial antagonisms between students which might cause problems at organized school extracurricular activities?	Very easy	121	209
	Easy	680	1257
	Difficult	459	881
	Very difficult	56	113
	Not applicable (Vol.)	37	101
	Don't know (Vol.)	12	45
b. How easy or difficult did you think it would be for teachers to establish good relations with teachers of another race?	Very easy	175	581
	Easy	819	1699
	Difficult	329	292
	Very difficult	32	15
	Not applicable (Vol.)	8	17
	Don't know (Vol.)	5	19
c. How about overcoming difficulties in community relations?	Very easy	48	113
	Easy	530	981
	Difficult	660	1219
	Very difficult	89	183
	Not applicable (Vol.)	12	31
	Don't know (Vol.)	30	97
d. And, how about overcoming the problems of motivating students of both races to participate in classroom activities and discussions?	Very easy	162	216
	Easy	756	1153
	Difficult	370	1028
	Very difficult	34	148
	Not applicable (Vol.)	35	53
	Don't know (Vol.)	11	28

			B	N-B
e.	How easy or difficult did you feel it would be for teachers to develop good relations with students of a different race?	Very easy	123	284
		Easy	810	1728
		Difficult	385	554
		Very difficult	22	27
		Not applicable (Vol.)	15	11
		Don't know (Vol.)	12	20
f.	And, how about overcoming the problems associated with academic gaps between the black and white students in the same classroom?	Very easy	30	48
		Easy	563	555
		Difficult	608	1463
		Very difficult	60	407
		Not applicable (Vol.)	74	116
		Don't know (Vol.)	31	33
g.	How about overcoming racial antagonisms between students which might cause problems in cafeteria, the playground, the corridors or the buses?	Very easy	63	104
		Easy	703	1179
		Difficult	509	1093
		Very difficult	47	115
		Not applicable (Vol.)	31	59
		Don't know (Vol.)	12	70
h.	How easy or difficult did you expect it would be for teachers to work in a multi-cultural environment?	Very easy	54	107
		Easy	728	1341
		Difficult	507	1049
		Very difficult	26	41
		Not applicable (Vol.)	37	37
		Don't know (Vol.)	14	43
i.	How easy or difficult did you feel it would be for teachers to develop good relations with principals of a different race?	Very easy	172	283
		Easy	902	1699
		Difficult	230	341
		Very difficult	21	22
		Not applicable (Vol.)	26	166
		Don't know (Vol.)	17	107

2. As a result of your experience so far, would you say that your attitude has become more positive, stayed about the same, or become more negative about:

			B	N-B
2a.	working out solutions to classroom problems occurring as a result of desegregation?	More positive	937	1411
		About the same	373	948
		More negative	52	254
2b.	working out solutions to problems occurring in your school outside of the classroom as a result of desegregation?	More positive	770	1089
		About the same	499	1224
		More negative	93	277

3. Now, let's turn to something a little different (SHOW CARD "B"). Please look at the items on this card. Which do you feel has been the best area of performance for your school this school year? Now, which do you feel has been the biggest problem?

		Best Area		Greatest Problem	
		B	N-B	B	N-B
a.	community relations	108	167	228	285
b.	academic performance in an integrated classroom	249	297	141	674
c.	teacher performance in a multi-cultural environment	130	383	37	51
d.	interracial student to student relations	264	467	69	128
e.	interracial student and teacher relations	291	468	75	63
f.	interracial teacher to teacher relations	192	636	74	44
g.	discipline	93	159	545	944
h.	attendance	63	86	151	385

(CHECK VS. Q. NO. 3)

4. Why do you consider ______________ the best area of performance for this school this school year? (PROBE)

4a. Why do you consider ______________ the greatest problem for this school this school year? (PROBE)

5. Now, I would like to read a list of items regarding students and teachers in this school. For each of these items, I would like you to indicate whether or not you have noticed a change since the early part of the school year. (READ ITEM) (IF ANY CHANGE, ASK:) Was that change for better or worse?

5a. The attendance of black students since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Better	256	492
No change (GO TO Q. 5b)	1029	1860
Worse	52	178
Don't know (Vol.) (GO TO Q. 5b)	41	116

5b. The attendance of white students since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Better	84	149
No change (GO TO Q. 5c)	1115	2190
Worse	99	222
Don't know (Vol.) (GO TO Q. 5c)	71	105

5c. The way students of different races work together in class since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Better	683	1279
No change (GO TO Q. 5d)	592	1229
Worse	16	58
Don't know (Vol.) (GO TO Q. 5d)	70	84

5d. The way teachers of different races relate to each other in their everyday school activities since the early part of the school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Better	485	837
No Change (GO TO Q. 6) .	823	1663
Worse	37	82
Don't Know (Vol.) (GO TO Q. 6)	28	50
Not Applicable (GO TO Q. 6)	11	45

6. And now something a little different again. For each of the items I read, I would like you to tell me whether you think there has been an increase or decrease since the early part of the school year, or whether it has remained the same. (READ ITEM)

6a. The difference in grade level achievement between black and white students since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	88	192
Decrease	397	777
Remained the same (GO TO Q. 6b)................	691	1327
Don't know (Vol.) (GO TO Q. 6b)	160	289

6b. The number of interracial friendships formed since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	872	1546
Decrease	9	19
Remained the same (GO TO Q. 6c)	431	931
Don't know (Vol.) (GO TO Q. 6c)	56	155

6c. The frequency with which you are contacted by parents of another race since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase................	153	253
Decrease	152	94
Remained the same (GO TO Q. 6d)	982	2193
Don't know (Vol.) (GO TO Q. 6d)	52	70

6d. The participation of black students in classes taught by white teachers since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase	186	1328
Decrease	13	12
Remained the same (GO TO Q. 6e)	296	1111
Don't know	441	90
Not Applicable (GO TO Q. 6e)	401	107

6e. The participation of white students in classes taught by black teachers since the early part of this school year?

(IF CHANGE) Why is that? (PROBE)

	B	N-B
Increase................	513	254
Decrease	6	24
Remained the same (GO TO Q. 7)	734	517
Don't know	51	1016
Not Applicable (GO TO Q. 7)	71	795

7. And now something different again. For each of the items I read, I would like you to tell me if the following activities are more or less integrated since the early part of the school year, or whether the racial mix has remained the same. (READ ITEM)

ASK Q. 7a ONLY IN SECONDARY SCHOOLS)		B	N-B
7a. The mix of students participating in school activities since the early part of this school year?	More integrated	189	458
	Less integrated	27	44
	Remained the same (GO TO Q. 7b)	297	619
(IF CHANGE) Why is that? (PROBE)	Don't Know (Vol.) (GO TO Q. 7b)	51	150
7b. The student groupings on the campus and in the cafeteria since the early part of the school year?	More integrated	496	675
	Less integrated	28	55
	Remained the same (GO TO Q. 7c)	751	1678
(IF CHANGE) Why is that? (PROBE)	Don't Know (Vol.) (GO TO Q. 7c)	65	150
7c. The racial composition at parent-teacher meetings since the early part of this school year?	More integrated	155	286
	Less integrated	65	97
	Remained the same (GO TO Q. 8)	752	1447
(IF CHANGE) Why is that? (PROBE)	Don't know (Vol.) (GO TO Q. 8)	202	424

7. For the classroom situations we have been discussing, would you use an over-all rating of good, fair, or bad for the educational achievements of desegregation in your school.

	B	N-B
Good	980	1449
Fair	352	1004
Bad	31	158

7a. For the situations outside of the classroom we have been discussing, would you use an overall rating of good, fair or bad for the achievements of desegregation in your school.

	B	N-B
Good	721	1232
Fair	555	1203
Bad	76	161

9. As far as you are concerned, what is the best thing which this school has done this school year to provide for smooth desegregation? (PROBE FOR DETAILS)

10. Are there any major problem areas which exist in this school which have not been mentioned? If so, what are they? (PROBE FOR DETAILS)

11. **If you could do anything you wanted, what would you do to make teaching easier in a desegregated setting? (PROBE)**

12. Schools sometimes develop particular kinds of programs or activities to try to make school desegregation proceed more smoothly. Sometimes schools have special training for teachers, bring students of different races together in programs to promote racial understanding, use new curriculum materials, or have other kinds of programs. Do you know of any programs to ease the impact of school desegregation that have been developed in this school during this school year?

	B	N-B
Yes	584	1188
No (GO TO Q. 12b)	818	1418

12a. Please describe the activities you know about. (INTERVIEWER: CLASSIFY APPROPRIATELY OR PLACE IN "OTHERS")

12b. (SHOW CARD) How about the activities on this card? Please read the list carefully and tell me if any of these activities are taking place at this school this year. (WRITE IN SUB-ACTIVITIES MENTIONED AND CIRCLE APPROPRIATE DIGITS IN COLUMN 12b. ASK ATTITUDE QUESTIONS FOR EACH ACTIVITY THAT HAS A CIRCLED DIGIT IN COLUMN 12a or 12b or 12c.)

12c. (CIRCLE THE NUMBER ADJACENT TO EACH SUB-ACTIVITY THAT THE PROJECT DIRECTOR MENTIONED FOR THAT SCHOOL.)

ACTIVITY	12a	12b	12c	SKIP TO PAGE
I. Special Comm. Programs				13
1.	24-1	27-1	30-1	
2.	2	2	2	
3.	3	3	3	
II. Special Pupil Personnel Services				15
1.	5	5	5	
2.	6	6	6	
3.	7	7	7	
III. Special Curriculum Revision Programs				16
1.	9	9	9	
2.	0	0	0	
3.	x	x	x	
IV. Teacher Preparation Programs				18
1.	25-1	28-1	31-1	
2.	2	2	2	
3.	3	3	3	
V. Special Student--Student Programs				21
1.	5	5	5	
2.	6	6	6	
3.	7	7	7	
VI. Compensatory or Remedial Education Classes				22
1.	26-1	29-1	32-9	
2.	2	2	0	
3.	3	3	x	

TRANSFER TO CARD 80 ④

I SPECIAL COMMUNITY PROGRAMS I

(Promoting Understanding)

Let's talk a bit about the activity at this school that deals with ______________. In other areas where we've talked to people, we've heard a lot about how things are going. We've listed some of the comments and wondered how true they are for this school. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "This activity is having a positive effect on changing the way one race feels about the other in the classroom."	B	12	59	106	19	32	12
	N-B	21	115	163	47	86	30
b. "Students appear to be performing better as a consequence of this activity."		11	66	87	35	33	10
		24	124	170	41	75	32
c. "Teacher performance seems to have improved since this activity began."		9	74	73	38	36	12
		22	114	137	67	82	40
d. "Even though this activity is designed to make desegregation easier, people are more nervous than ever about racial differences and the mixing of races."		8	23	66	112	23	9
		9	21	92	250	60	31
e. "Parents are seeking more information about the operations of the school in general and the effects of desegregation in particular as a result of this project."		23	60	79	41	28	11
		18	104	139	75	95	33

I CONTINUES →

I SPECIAL COMMUNITY PROGRAMS I

(Community Information)

Let's talk a bit about the activity at this school that deals with ______________. In other areas where we've talked to people, we've heard a lot about how things are going. We've listed some of the comments and wondered how true they are for this school. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Some-what True	Not at all True	Vol. D.K.	Not Appli-cable
a. "This activity is having a positive effect on changing the way one race feels about the other in the classroom."	B	3	23	34	12	19	18
	N-B	3	30	52	14	34	21
b. "Students appear to be performing better as a consequence of this activity."		3	20	25	18	23	19
		1	30	47	19	35	22
c. "Teacher performance seems to have improved since this activity began."		2	24	25	17	20	20
		10	17	44	19	33	30
d. "Even though this activity is designed to make desegregation easier, people are more nervous than ever about racial differences and the mixing of races."		0	8	33	36	13	18
		1	6	25	72	26	22
e. "Parents are seeking more information about the operations of the school in general and the effects of desegregation in particular as a result of this project."		8	19	31	17	14	19
		4	26	46	15	37	24

GO TO NEXT APPROPRIATE MODULE

II SPECIAL PUPIL PERSONNEL SERVICES II

(Counseling)

Now, I'd like to ask you about the ________________ at this school. In talking to other participants in similar projects, we've heard many different comments about this area. We've recorded them and wondered how true they were for this school. (SHOW CARD) For example (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

			Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a.	"The counselor was hired primarily to help white children solve problems that are due to desegregation."	B	1	3	10	55	11	7
		N-B	3	4	33	171	16	4
b.	"Black and white students haven't changed the way they feel about each other even though that is one of the goals the counselor is striving for."		1	2	17	50	9	8
			3	8	58	131	17	4
c.	"The new counselors are as much a help to teachers as they are to students."		16	35	22	5	6	3
			52	83	56	23	9	7
d.	"The new counselors have helped inspire black students to do better academically."		6	29	26	8	15	3
			27	89	60	15	28	10
e.	"The counselors at this school are not concerned with social problems."		2	3	8	62	8	3
			1	6	11	191	16	2
f.	"The counselors have helped motivate white students to do better academically."		4	29	23	10	17	3
			15	93	66	27	22	6
g.	"This counselor was hired primarily to help black children solve problems that are due to desegregation."		1	3	11	52	13	7
			11	22	36	125	23	10

GO TO NEXT APPROPRIATE MODULE

III SPECIAL CURRICULUM REVISION PROGRAMS III

(Multi-Cultural Curriculum)

Let's talk a little about ___________________ activities at this school. To what extent do you agree that the statements I will read are representative of this school? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

			Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a.	"White students feel better toward blacks as a result of the introduction of multi-cultural curricula."	B	4	17	31	4	9	11
		N-B	2	38	70	9	29	15
b.	"Black students feel more at ease in the classroom since the inclusion of their history and life styles as a natural part of the cirricula, even if taught by a white."		11	36	17	1	2	9
			8	47	51	10	24	23
c.	"New curriculum revisions have helped inspire white students do better academically."		1	22	20	6	12	14
			9	23	53	35	19	22
d.	"Black students have been inspired to do better academically as a result of new curriculum revisions."		7	25	24	1	6	13
			6	43	60	13	18	22
e.	"Teachers feel at ease with the new multi-cultural materials."		8	22	29	2	5	9
			6	51	55	7	23	19
f.	"Teachers do not feel comfortable with the new multi-cultural materials."		0	1	16	44	6	9
			1	4	28	82	25	21

III CONTINUES ⟶

III SPECIAL CURRICULUM REVISION PROGRAMS III

(Innovative Techniques)

Now I want to ask you about ____________________ activities at this school. To what extent do you agree that the statements I will read are representative of this school? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Some-what True	Not at all True	Vol. D.K.	Not Appli-cable
a. "Teachers are eager to try out the new ways of presenting materials to students."	B	72	123	42	4	13	10
	N-B	147	242	138	12	21	26
b. "Black students respond better in class when less traditional approaches are used."		25	89	86	30	21	13
		69	221	147	66	50	31
c. "White students are responsive to innovative presentation of materials."		12	103	92	9	23	25
		71	287	147	15	32	31
d. "White teachers are still using 'tried and true' methods."		7	38	76	28	93	21
		20	134	303	70	28	27
e. "Black teachers are reluctant to change their teaching styles."		2	16	66	154	14	12
		14	43	152	156	15	60
f. "There is no change in the way teachers are teaching in this school so far this year."		0	11	39	180	24	11
		4	30	95	393	35	25

GO TO NEXT APPROPRIATE MODULE

80 ②

IV TEACHER PREPARATION PROGRAMS IV

(Attitudinal)

Let's talk a bit about ______________________ activities at this school. In other areas where we've talked to people, we've heard a lot about how things are going. We've recorded some of the comments and wondered how true they are for this school. (SHOW CARD) For example, (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

			Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a.	"Due to this activity, black teachers are more aware of the problems that white teachers face."	B	47	134	134	46	25	23
		N-B	36	242	223	65	79	37
b.	"The activity has caused additional friction between white and black teachers."		2	6	54	317	16	15
			3	10	53	561	28	27
c.	"All the programs in the world won't change the way teachers of one race feel about students of the opposite race."		12	14	72	292	11	9
			8	18	100	510	28	17
d.	As a result of their participation in this project, white teachers are relating more positively to black teachers."		10	135	166	43	32	24
			43	263	237	45	52	40
e.	"White teachers have been able to adjust to teaching black students much more easily because of this activity."		8	91	161	62	55	33
			21	195	271	96	51	45
f.	"Black teachers have established good rapport with white students through the aid of this program."		26	143	149	29	36	27
			19	177	241	52	111	78
g.	"This activity makes it possible to change or modify one's approach to teaching in a desegregated environment."		35	174	149	25	16	11
			46	267	250	53	36	24

IV CONTINUES →

IV TEACHER PREPARATION PROGRAMS IV

(Basic Learning Skills)

I want to talk to you about the ______________________ activities at this school. In talking to participants in similar projects, we've heard a lot about how things are going. We've recorded some of the comments and wondered how true they are for this school. (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

		Extremely True	Very True	Some-what True	Not at all True	Vol. D.K.	Not Appli-cable
a. "The benefits of this activity are evident in the academic performance of most students."	B	13	102	137	18	32	14
	N-B	17	132	174	69	59	32
b. "Even with the new skill training program, white teachers still do not like dealing with black students."		10	23	95	99	59	29
		0	8	93	317	32	35
c. "White students are responding favorably to black teachers as a result of this project."		14	107	108	22	30	35
		15	153	139	33	89	55
d. "Even with the new skill training program, black teachers still do not like dealing with white students."		0	4	63	202	25	22
		0	1	58	273	93	59
e. "Black children are responding favorably to white teachers as a result of this project."		12	83	124	22	43	32
		18	167	159	38	57	44

IV CONTINUES ⟶

IV TEACHER PREPARATION PROGRAMS IV

(Aides)

Now I'd like to talk a little about the ______________________ at this school. In the course of this project, we have heard many statements about this area. To what extent do you feel they are true for this school? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true?

			Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a.	"Students perform poorly with any aide regardless of race."	B	2	20	69	301	32	29
		N-B	10	22	101	536	57	92
b.	"White students don't respect black aides."		0	5	31	285	57	74
			1	12	55	430	93	222
c.	"Black teachers are uneasy when a white aide is assigned to their classes."		0	7	36	307	47	53
			1	4	46	332	249	179
d.	"Only an aide of the same race as the student is capable of motivating that student to better performance."		2	9	21	360	351	23
			0	7	45	627	47	85
e.	"A white teacher is more careful in her treatment of black students when a black aide is present."		5	15	53	186	109	82
			3	10	61	443	97	196
f.	"Black students don't respect white aides."		0	4	32	333	41	42
			2	7	68	542	75	115

GO TO NEXT APPROPRIATE MODULE

V STUDENT TO STUDENT PROGRAMS V

Let's talk a little about the ____________________ activity going on at this school. I would like to read some comments we have heard on this throughout the course of this study and I would like you to tell me to what extent each is true for your school. (READ STATEMENT) Is that extremely true, very true, somewhat true, or not at all true for this school? (REPEAT FOR EACH)

			Extremely True	Very True	Some-what True	Not at all True	Vol. D.K.	Not Appli-cable
a.	"Black students are less suspicious of white students as a result of the activity."	B	7	36	82	33	15	12
		N-B	37	127	121	34	37	31
b.	"White students are more enthusiastic about participating in various activities with black students as a result of this project."		4	50	74	29	17	11
			29	104	138	47	33	33
c.	"Because of the release in tensions through these activities, most students are performing better in class."		5	57	71	24	15	13
			18	96	132	53	42	40
d.	"Black students have been motivated to do better academically through the aid of these activities."		3	45	83	25	14	13
			17	103	128	54	42	37
e.	"White students actually enjoy the bi-racial class situation, thanks to these activities."		4	38	81	21	28	11
			12	95	133	67	38	37
f.	"White students have been motivated to do better academically as a result of this activity."		2	30	77	33	26	15
g.	"Black students are at ease in bi-racial class situations due to the effects of this activity."		7	48	78	20	19	11
			4	63	141	80	47	46

GO TO NEXT APPROPRIATE MODULE

VII COMPENSATORY OR REMEDIAL EDUCATION CLASSES VII

Now I want to ask you about ________________ activities at this school. To what extent do you agree that the statements I will read are representative of this school? (SHOW CARD) (READ STATEMENT) Is that extremely true for this school, very true, somewhat true, or not at all true.

		Extremely True	Very True	Somewhat True	Not at all True	Vol. D.K.	Not Applicable
a. "The remedial education classes are primarily for black students."	B	10	19	29	164	11	7
	N-B	26	64	102	387	15	14
b. "The remedial education classes are primarily for white students."		0	2	24	196	9	8
		1	3	60	514	14	15
c. "These classes are a way of getting discipline problems out of the regular classroom."		2	3	44	174	10	7
		3	19	94	465	8	17
d. "Even though the project is designed to help students catch up with their age mates and get into regular classes, there is not much chance that it will work."		1	15	68	136	11	9
		8	45	159	355	15	24
e. "The students in these classes are more at ease in various school situations as a result of the special academic help."		26	93	81	18	13	8
		60	231	219	35	45	15
f. "Being put in a remedial education class makes a student uncomfortable with students who are in regular classes."		6	21	84	111	10	8
		2	36	166	357	25	20

GO TO NEXT PAGE

OPERATIONAL PROBLEMS WITH ESAP ACTIVITIES		B	N-B
A. If you had an operational problem with one of the ESAP activities we have just discussed that required help from your principal, did you go to him (her) for help?	Yes	291	590
	No (GO TO NEXT SECTION)	193	318
	No problem (GO TO NEXT SECTION)	736	1386
A1. (IF YES) How responsive was he (she) in helping you solve the problem?	Very helpful	263	513
	So-so	14	52
	Not helpful	14	19

PERSONAL DATA

A. Now, I would like to ask just a few questions about yourself. First, what is your age:

	B	N-B
Under 2	0	7
21 - 25	195	655
26 - 30	244	431
31 - 35	245	297

	B	N-B
36 - 40	200	220
41 - 45	188	242
46 - 50	155	215
51 - 55	97	236
56 or older	147	463

B. What is the highest academic degree that you hold?

	B	N-B
Some College	15	57
AA	5	18
BA/BS	1118	2099
MA	120	205
MS	61	73
MAT	2	9
M. Ed.	133	234
Ed. D	1	2
Ph. D.	0	0
Other (SPECIFY) ______	13	67

C. Are you currently undertaking additional studies?

	B	N-B
Yes	650	945
No (GO TO Q. D)	819	1823

C1. Toward which degree are you working?

	B	N-B
AA	13	2
BA/BS	215	43
MA	5	213
MAT	91	11
MS	151	58
M. Ed.	7	245
Ed. D	10	11
Ph. D	83	26
None	67	170
Other (SPECIFY) ______	4	151

D. How long have you held your current position?

	B	N-B
Less than 1 year	597	1013
1 - Less than 2 years	224	333
2 - Less than 3 years	123	220
3 - Less than 4 years	97	185
4 - Less than 5 years	67	149
5 - Less than 10 years	159	349
10 - Less than 15 years	87	192
15 or more years	119	330

			B	N-B
E.	How long have you worked in the educational profession?	Less than 1 year	86	291
		1 - Less than 2 years	51	218
		2 - Less than 3 years	60	210
		3 - Less than 4 years	72	194
		4 - Less than 5 years	80	172
		5 - Less than 10 years	301	510
		10 - Less than 15 years	245	284
		15 or more years	578	893

			B	N-B
F.	(SHOW CARD) What is your teaching situation at this time?	Self-contained class........	475	1030
		Team teaching.............	127	214
		Departmentalized..........	635	1148
		Special education	57	95
		Experimental or demonstration classroom..............	39	82
		Non-graded	31	91
		Ability groupings	201	386
		Counselors................	30	64
		Reading specialist	53	95
		Math specialist............	16	23
		Other (SPECIFY) ______	106	219

			B	N-B
G.	Which grade or grades do you teach?	Pre school	1	12
		Kindergarten	27	63
		First grade	172	361
		Second grade	170	334
		Third grade	183	341
		Fourth grade	210	382
		Fifth grade	260	448
		Sixth grade	250	442
		Ungraded primary (Jr. primary)	4	11
		Ungraded primary 1	6	15
		Ungraded primary 2	4	14
		Ungraded primary 3	3	14
		Ungraded upper elementary	19	16
		Seventh grade	256	437
		Eighth grade	250	448
		Ninth grade	214	448
		Tenth grade	165	430
		Eleventh grade	165	457
		Twelfth grade	143	453
		Other (SPECIFY) ______	33	0

		B	N-B
H. What was your position before this one?	Superintendent	0	0
	Assistant Superintendent .	0	0
	Principal	10	24
	Assistant Principal	3	3
	Other Administrative (SPECIFY)__________	34	74
	Teacher	1174	1884
	Not in Education	101	362
	None	144	417
I. Did you teach at this school last year?	Yes (GO TO Q. I2)	781	1660
	No	685	1083
I1. (IF "NO") Did you teach in a school last year where all the children were of the same race?	Yes (TERMINATE)	443	218
	No (GO TO Q. I2)	184	659
I2. What was the approximate percentage of white students in your school last year?	__________%		
INTERVIEWER: DO NOT ASK	SEX		
	Male	290	560
	Female	1183	2213
	RACE		
	Black	1473	2751
	White (non-Spanish speaking)	0	2
	Indian American........	0	20
	Spanish speaking	0	0
	Other	0	0

THANK YOU VERY MUCH!

Time ended ☐

③

OMB 51-71005
Approval Expires Dec. 31, 1971

EMERGENCY SCHOOL ASSISTANCE PROGRAM QUESTIONNAIRE FOR STUDENTS

I.D.⟶ LEA ⟶ Proj.

1	2	3	4	5	6	7	8	9	10	Col.	M	T	W	Th	F	S
								⑧	⑦	11⟶1		2	3	4	5	6

S

Q	State Code	
12	13	14
④		

Interviewer No. ☐ Team No. ☐ Time Started ☐

LEA: ____________________

School: ____________________ Telephone: (   ) ____________
Area Code

Address: ____________________

____________________ Zip: ____________

Respondent: ____________________ Grade: ____________

Why Selected: Teacher: Directly involved (first choice) 15-1 Indirectly involved (first choice)· 3
Teacher: Directly involved (other) ····· 2 Indirectly involved (other) ······ 4

Date of Interview: ____________________

INTRODUCTORY STATEMENT

Because we can't talk to every student at this school, you have been chosen at random to talk a little bit about this school's desegregation activities. My name is __________ and I am from Resource Management Corporation, a private research company carrying out this survey for the Federal Government.

We are talking to students in many areas about what goes on at their school because we feel that what they have to say is important. We are interested in your opinions and your impressions of this school.

However, what you tell me is strictly confidential. Your name will not be associated with any of the answers we collect. For example, we might find that out of all the students we talked to, 219 said they walk to school. Your answers will be added into the total number of responses that we collect and only numbers, not names, will be presented in the final report.

Your name and school telephone number were asked so that my field supervisor can check this interview, if necessary. When my field supervisor has finished this checking, the cover sheet with your name will be destroyed.

OE Form 121-3

			B	N-B
1.	How long have you lived in _____________? (Town)	Less than 6 months	19	59
		6 - 12 months	33	85
		1 - 2 years	50	111
		More than 2 years	1523	1861
2.	How do you usually get to school every day?	Walk/Bicycle	552	450
		School Bus	861	890
		Private Car	205	792
		Public Transportation	22	10
		Other (SPECIFY) __________		

3. Let's talk a little about the fact that both blacks and whites go to this school. Thinking back over the whole school year, from now back to September, can you remember any unusual or outstanding things that have occurred because the school is desegregated? (PROBE)

4. What do you like best about this school? (PROBE) What are some of the good things going on at this school? (PROBE)

5. What do you like least about this school? (PROBE) What are some of the bad things going on at this school? (PROBE)

			B	N-B
6.	How do you feel about coming to this school? Do you ... (READ LIST)	like it here	941	1496
		think it's just okay	547	517
		not like it here	114	101
7.	Would you rather go to another school than this one if you could?	Yes	529	467
		No	1014	1492
		Not sure	55	110

8. What would you say are the biggest problems at this school? (PROBE)

			B	N-B
9.	Do you feel you are learning more or less than last year?	Learning more	1341	1674
		No change	131	197
		Learning less	159	257
10.	Are your grades better or worse than last year?	Better	1062	1206
		No Change	245	571
		Worse	323	346

11. Were you a student at this school last year?

	B	N-B
Yes	878	1349
No	753	779

12. Many schools in this area have special activities related to desegregation this year. We want to know if you have noticed the effects in certain school happenings. Have you noticed anything new, special, or different going on this year in the area of: (REPEAT AS NECESSARY)

a. the way teachers teach?

(IF YES) What is new or different? (PROBE)

	B	N-B
Yes	516	699
No (GO TO Q. b)	1033	1339
Don't know (GO TO Q. b)	34	36
	116	144

b. help for slow learners?

(IF YES) What is being done? (PROBE)

	B	N-B
Yes	150	104
No (GO TO Q. c)	753	869
Don't know (GO TO Q. c)	84	90
	19	25

c. teacher's aides?

(IF YES) Tell me about what is being done. (PROBE)

	B	N-B
Yes	304	402
No (GO TO Q. d)	1096	1437
Don't know (GO TO Q. d)	754	209
	12	17

(Have you noticed anything new, special, or different going on this year in the area of:)

			B	N-B
12d.	bus transportation?	Yes	394	576
		No (GO TO Q. e)	1005	1208
	(IF YES) What is new or different? (PROBE)	Don't know (GO TO Q. e.)	145	262
			136	164
e.	black studies (history)? (PROBE)	Yes	236	304
		No (GO TO Q. f)	1197	1560
	(IF YES) Can you describe it or give examples?	Don't know (GO TO Q. f)	125	157
			22	28
f.	counseling?	Yes	157	266
		No (GO TO Q. g.)	1203	1521
	(IF YES) What's new this year? (PROBE)	Don't know (GO TO Q. g.)	196	268
			4	9
g.	student activities; for example clubs, student government, meetings, tutoring, etc.?	Yes	401	590
		No (GO TO Q. h)	1029	1335
	(IF YES) What new things are going on? (PROBE)	Don't know (GO TO Q. h)	121	108
			58	65

		B	N-B
h. giving information to parents and the community about specific things that go on at this school? (IF YES) Can you give an example of what they have done so far?	Yes	367	460
	No (GO TO Q. 13)........	1114	1493
	Don't know (GO TO Q. 13)	94	119
	Negative Change	53	50

		B	N-B
13. Have your parents been involved in any school activities this year?	Yes	578	921
	No (GO TO Q. 14)	1034	1172
	Don't Know (GO TO Q. 14)	16	19
13a. How have your parents been involved in school activities this year?	Attended PTA meetings ..	369	573
	Had parent-teacher conference	170	209
	Employed by the school ..	25	44
	Volunteered services to the school	77	202
	Attended athletic or social events	159	291
	Others (SPECIFY) ______	18	49

14. If you could do anything you wanted to change this school, what would you change? (PROBE)

		B	N-B
15. Is this the first year you have gone to school with both black and white students?	Yes	713	226
	Token Integration	56	177
	No (GO TO Q. 17)	772	1664

15a. (IF YES OR TOKEN INTEGRATION) Now I want to ask you some questions about how you felt when school started this year. Did you think you would have trouble in: (REPEAT FOR EACH STATEMENT)

	Yes		No		Don't Know		Not Applicable	
	B	N-B	B	N-B	B	N-B	B	N-B
(1) going to school with students of another race?	314	199	444	186	5	9	1	0
(2) keeping up with classwork?	259	95	500	293	6	5	2	1
(3) making friends with students of another race?	272	151	484	222	6	21	2	0
(4) recreational or social activities with students of another race?	212	125	533	256	17	12	2	1
(5) learning from teachers of another race?	198	83	560	293	4	8	4	9
(6) riding the bus with students of another race?	115	71	400	167	15	13	233	141

80-①

16. Now, let's talk about whether things have changed now that you have been going to school with students of another race for a while. I want you to compare how you feel now with how you felt when school started. I will read some statements and I want you to tell me if you changed your opinion. For example, did you change the way you felt about: (REPEAT FOR EACH STATEMENT) (IF YES) Did you change your opinion for the better or for the worse?

a. going to school with students of another race?

(IF CHANGE) What made you change? (PROBE)

	B	N-B
Better	300	169
No change (GO TO Q. b)	441	189
Worse	21	32
Not Applicable (Vol.) (GO TO Q. b)	1	0

b. keeping up with classwork?

(IF CHANGE) What made you change? (PROBE)

	B	N-B
Better	191	83
No change (GO TO Q. c)	539	282
Worse	35	24
Not Applicable (Vol.) (GO TO Q. c)	1	1

c. making friends with students of another race?

(IF CHANGE) What made you change? (PROBE)

	B	N-B
Better	228	142
No change (GO TO Q. d)	507	230
Worse	22	17
Not Applicable (Vol.) (GO TO Q. d.)	3	0

			B	N-B
d.	recreational or social activities with students of another race?	Better	131	69
		No change (GO TO Q. e)	608	297
	(IF CHANGE) What made you change? (PROBE)	Worse	17	21
		Not Applicable (Vol.) (GO TO Q. e)	4	1
e.	learning from teachers of another race?	Better	156	62
		No change (GO TO Q. f)	589	300
	(IF CHANGE) What made you change? (PROBE)	Worse	12	3
		Not Applicable (Vol.) (GO TO Q. f)	6	24
f.	riding the bus with students of another race?	Better	61	22
		No change (GO TO Q. 17)	426	192
	(IF CHANGE) What made you change? (PROBE)	Worse	15	8
		Not Applicable (Vol.) (GO TO Q. 17)	259	167
17.	How has it been to attend a desegregated school this year?	Easier than I expected	814	829
		About as I expected	453	961
		More difficult than expected	238	251
		Don't know (Vol.)	35	31

			B	N-B
18.	In September, how did your family feel about your attending a desegregated school?	Pleased	803	363
		Didn't care	440	899
		Worried	209	667
		Don't know (Vol.)	88	134
	How does your family feel now about your going to a desegregated school?	Better	536	594
		The same	881	1270
		Worse	39	102
		Don't know (Vol.)	84	97

19. In the course of this study we have talked to many students about their schools and the fact that both blacks and whites attend. We have recorded their comments and wonder how true they are for this school. As I read each statement, just tell me whether it is generally true or generally false for this school.

		True	False	Vol. D.K.	Not Applic. N/A
(1) "Most students like to come to this school."	B	1013	513	34	47
	N-B	1536	515	42	16
(2) "Most black students have at least one white friend at this school."	B	1016	491	18	76
	N-B	1674	222	35	86
(3) "Riding the bus with black students has helped white students become more open-minded."	B	690	270	183	458
	N-B	706	410	374	618
(4) "The teachers in this school are really interested in you."	B	1249	251	62	47
	N-B	1772	232	85	19
(5) "White teachers are having problems teaching black students this year."	B	608	889	55	56
	N-B	653	1271	99	86
(6) "Most students at this school ride the bus."	B	1036	377	45	151
	N-B	1277	570	144	112
(7) "Black students are more open-minded about white students since they started riding the bus together."	B	696	302	170	434
	N-B	602	423	476	607
(8) "This school is very different now compared to September 1970."	B	1109	387	48	68
	N-B	1144	852	58	53
(9) "White teachers treat black students the same as they treat white students."	B	1229	272	27	73
	N-B	1850	161	23	72
(10) "White students stay together at this school."	B	878	607	37	79
	N-B	1238	783	46	41
(11) "Black teachers treat white students the same as they treat black students."	B	1309	173	38	82
	N-B	1744	147	85	130
(12) "Most white students have at least one black friend at this school."	B	1019	468	31	82
	N-B	1692	291	47	77
(13) "Black teachers are having problems teaching white students this year."	B	262	1178	72	89
	N-B	293	1544	161	107
(14) "Students are cooperating more and more as the year goes on."	B	1254	275	34	49
	N-B	1561	450	69	25
(15) "Black students stick together at this school."	B	949	578	15	59
	N-B	1367	603	53	82
(16) "There is not much school spirit this year."	B	625	834	77	77
	N-B	634	1321	98	55

80-②

20. For each of the statements that I read, will you please tell me whether you agree or disagree?

		Agree	Disagree	Vol. D. K.
(1) Good luck is more important than hard work for success.	B	724	889	20
	N-B	383	1729	17
(2) I sometimes feel that I just can't learn.	B	746	885	2
	N-B	1090	1024	4
(3) If I could change I would be someone different from myself.	B	828	795	10
	N-B	728	1385	16

21. Now I would like to ask you a few questions about yourself. First, how old are you?

	B	N-B
9-12	788	1102
13	217	293
14	184	217
15	139	154
16	130	154
17	104	134
18	50	17
Over 18	20	21

22. What grade are you in?

	B	N-B
5th	406	538
6th	385	531
7th	217	269
8th	173	231
9th	153	172
10th	106	144
11th	86	111
12th	104	131

23. Does your father work at present?

	B	N-B
Yes	1163	1881
No	185	114
Don't Know	69	23
No father	212	104

23a. (IF YES) What is his job? What does he do? (PROBE)

		B	N-B
24. Does your mother work at present?	Yes	861	1070
	No	696	1030
	Don't Know	12	1
	No mother	66	26

24a. (IF YES) What is her job? What does she do? (PROBE)

INTERVIEWER: DO NOT ASK

SEX	B	N-B
Male	796	1092
Female	839	1039
RACE		
Black	1635	0
White (Non-Spanish Speaking)	-	2026
Indian American	-	6
Spanish Speaking	-	93
Other	-	6

80-③

THANK YOU VERY MUCH

Time Ended ☐

RMC
INCORPORATED

Dear ESAP Advisory Committee Member:

Your name was given by your school district as being a member of the Bi-racial Advisory Committee for its Emergency School Assistance Program. We feel it is important to consider the opinions of community members such as yourself in our evaluation but need your help to provide that information. Therefore, it is requested that you complete the brief questions that follow and return them directly to us in the enclosed envelope.

We are a private research firm under contract with the U.S. Office of Education to evaluate the Emergency School Assistance Program (ESAP) as required by its regulations (Part 181.9, Title 45, Code of Federal Regulations). ESAP provided federal funds this school year to assist eligible local school districts in meeting special needs arising from the elimination of racial segregation and discrimination in their public schools. The purpose of our evaluation is to determine which type projects are most useful to local districts.

Your responses will be anonymous and your name will never be associated with any of your answers. We ask for your name and address only so we will be able to check on unreturned questionnaires. It is also important that you give your personal opinions, not as you feel someone else would answer. We urge you to complete the questionnaire yourself as best you can rather than seek assistance from other people in the school or community.

Thank you very much for your help. Please take the necessary few minutes to complete and return this form as soon as possible in the envelope provided.

Name ____

School District Name ______________________________

Your Mailing Address ______________________________

A Division of **Resource Management Corporation**

7910 Woodmont Avenue, Bethesda, Maryland 20014 Phone (301) 657-1810

OMB Form 51-571022
Expires Dec. 31, 1971

SURVEY OF BI-RACIAL ADVISORY COMMITTEE

1. When did you become a member of the Bi-racial Advisory Committee?

Month ____________________ 15-
Year ____________________ 16-

1a. How did you become a member of the Bi-racial Advisory Committee? (CHECK ONE)

I was selected by an organization to which I belong	☐	17-1	I was selected by court officials	☐	3
I was selected by School Board or other school officials	☐	2	Other	☐	4

1b. (IF COMMITTEE WAS NOT APPOINTED BY COURT, SKIP THIS QUESTION) Did your committee review and comment on the Emergency School Assistance Program application before it was submitted for funding?

Yes	☐	18-1
No	☐	2
Don't Know	☐	3

2. How many times has the committee met this school year? (CHECK ONE)

Has not met	☐	19-1	Four to seven times	☐	3
One to three times	☐	2	Eight times or more...............	☐	4

2a. How many committee meetings have you attended this school year? (CHECK ONE)

No meetings....................	☐	20-1	Four to seven meetings	☐	3
One to three meetings	☐	2	Eight times or more	☐	4

3. What is the size of the Emergency School Assistance Program grant in your school district? (CHECK ONE)

No grant	☐	21-1	$200,000 - $499,999	☐	6
$0 - $24,999	☐	2	$500,000 - $999,999	☐	7
$25,000 - $49,999	☐	3	$1,000,000 or more	☐	8
$50,000 - $99,999	☐	4	Don't Know	☐	9
$100,000 - $199,999	☐	5			

S = Sample of 252 LEAs
N-S = Rest of All LEAs (Total - Sample)

OMB Form 51-571022
Expires Dec. 31, 1971

SURVEY OF BI-RACIAL ADVISORY COMMITTEE

---

1. When did you become a member of the Bi-racial Advisory Committee?

Month ____________________
Year ____________________

1a. How did you become a member of the Bi-racial Advisory Committee? (CHECK ONE)

	S	N-S		S	N-S
I was selected by an organization to which I belong	259	317	I was selected by court officials	55	18
I was selected by School Board or other school officials	1055	1462	Other	77	115

1b. (IF COMMITTEE WAS NOT APPOINTED BY COURT, SKIP THIS QUESTION) Did your committee review and comment on the Emergency School Assistance Program application before it was submitted for funding?

	S	N-S
Yes	26	5
No	21	8
Don't Know	5	2

2. How many times has the committee met this school year? (CHECK ONE)

	S	N-S		S	N-S
Has not met	58	94	Four to seven times	293	321
One to three times	720	1153	Eight times or more	107	84

2a. How many committee meetings have you attended this school year? (CHECK ONE)

	S	N-S		S	N-S
No meetings	139	175	Four to seven meetings	377	370
One to three meetings	845	1301	Eight times or more	107	89

3. What is the size of the Emergency School Assistance Program grant in your school district? (CHECK ONE)

	S	N-S		S	N-S
No grant	11	14	$200,000 - $499,999	121	46
$0 - $24,999	179	441	$500,000 - $999,999	61	11
$25,000 - $49,999	239	417	$1,000,000 or more	53	10
$50,000 - $99,999	230	343	Don't Know	359	489
$100,000 - $199,999	155	123			

4. Based on your present knowledge, which of the following list of Emergency School Assistance Program activities are taking place in your school district? (CHECK ALL THAT APPLY)

	S	N-S		S	N-S
Special Community Programs	466	448	Bussing	329	439
Counseling	561	721	Compensatory or Remedial Education Classes	600	741
Special Curriculum Revision	536	622	Comprehensive Planning	363	398
Teacher Training	581	621	Remodeling or Renovation	282	366
Teacher Aides	935	1217	Portable Classrooms	374	480
Student-to-Student Programs	417	366	Other Personnel	394	911
			Other Materials	491	570
			None	14	22

5. The Emergency School Assistance Program (ESAP) Advisory Committees have assisted school officials in various ways, some of which are in addition to their usual duties. Please answer the following items as they apply to the activities of your Committee.

a. Since activities have started, has the Committee helped to solve ESAP operational problems that have come up? (CHECK ONE)

	S	N-S
Yes	691	949
No	313	372
Don't Know	305	373
Not started yet	34	70

b. Has the Committee been asked to advise school officials on ESAP policy matters? (CHECK ONE)

	S	N-S
Yes	823	1150
No	322	366
Don't Know	203	248
Not started yet	18	32

6. How important do you think your committee is in the conduct of the Emergency School Assistance Program in your district?

	S	N-S		S	N-S
Extremely important	334	484	A little important	364	446
Very important	576	805	Not at all important	162	167

7. Have you observed or participated in ESAP project activities in your school district?

	S	N-S		S	N-S
Yes	911	1228	No	512	637

8. How true is each of the following statements for the Emergency School Assistance Program in your school district?

		Very True	Somewhat True	A Little True	Not at all True	Don't Know
a. It is a program of specific activities designed to help black students.	S	312	426	200	245	109
	N-S	435	517	261	353	147
b. It is a program to make desegregation easier in the schools.	S	819	316	102	83	94
	N-S	1152	368	143	103	103
c. It is a program which provides money to help pay for general school costs.	S	167	150	128	618	234
	N-S	260	175	132	834	308

9. Do you feel that there has been a change for the better or worse or no change at all in your school district this school year in the following areas?

	Better		Worse		No Change		Don't Know	
	S	N-S	S	N-S	S	N-S	S	N-S
a. Relations between students of different races	1030	1378	83	116	222	253	105	150
b. School-community relations	834	1162	150	155	299	385	112	136
c. Relations between faculty and students of different races	929	1242	92	116	194	268	193	220
d. Classroom performance of black students	629	930	74	102	235	283	466	522
e. Classroom performance of white students	435	687	134	135	316	421	513	580

10. How helpful do you think Emergency School Assistance Program has been for desegregation in your district?

	S	N-S
Extremely helpful	377	503
Very helpful	566	797
A little helpful	377	445
Not at all helpful	82	96

11. What do you think have been the most important effects (either positive or negative) of the Emergency School Assistance Program in your school district?

12. Do you think your school district did a good job in planning for carrying out its ESAP program? (CHECK ONE)

	S	N-S
Yes	1069	1528
No	168	153
Don't Know	219	254
Not started yet	19	56

12a. Do you think your school district did a good job in actually carrying out its ESAP program? (CHECK ONE)

	S	N-S
Yes	1065	1444
No	121	135
Don't Know	219	254
Not started yet	19	56

PLEASE FILL IN THE FOLLOWING INFORMATION ABOUT YOURSELF

13. AGE:

	S	N-S
Under 21	48	103
21-25	18	37
26-30	96	98
31-35	168	209
36-40	294	334
41-45	241	363
46-50	242	274
51 or older	359	502

14. ETHNIC GROUP:

	S	N-S
Black	641	852
White	789	1013
Spanish Surnamed	11	14
Other	15	17

15. Do you have any children currently attending a public school in your district?

	S	N-S
Yes	992	1278
No	478	656

THANK YOU VERY MUCH

APPENDIX C

NARRATIVE DESCRIPTION OF THE 17 ESAP ACTIVITIES

APPENDIX C

ACTIVITY DESCRIPTIONS

This section provides a brief description of each activity type comprising the common code listed in Table 5-2. Each sub-heading contains information on innovative activities within a specific category, personnel usage, material usage, and any other findings unique to the activity being discussed.

Personal Community Activities (1)

These activities were geared, in general, toward promoting understanding between the school and the community through the use of personal contact. About 90 percent of these activities can be grouped into two different categories, the largest group being of the home-school coordinator variety with the second group being an assortment of different kinds of community meetings between parents and school officials. The most novel of these activities was one that enabled parents to go on field trips arranged by school personnel, thereby creating a learning environment in addition to the mixing of races.

Most of the personnel hired to provide these services were working full time and were involved in the personal contact aspect of the activities. Most of the funds were used for salaries with a small portion going for office supplies and per diem. The largest activity was funded for $373,000, but 75 percent of the activities were funded at levels under $50,000. Eighty-five percent of the activities had started prior to January 1971 and virtually all lasted until the end of the school year.

Non-Personal Community Activities (2)

These activities were aimed primarily at the dispersing of information, throughout the community, which was related to desegregation in general. They usually involved the use of the telephone, newspapers, leaflets, radio, or television to accomplish their objectives. In fact, 65 percent of the activities in this category were of the types mentioned above. The most unique activity found in this group was a survey of parents. This type of activity could certainly be used to isolate specific problem areas and discover overall opinions of the community.

Outside consultants were the largest group of personnel involved in these activities. The relationship between full time and part time personnel was about one to one, but there were more full-time non-blacks and more part-time blacks overall. Money spent, other than for personnel, was mostly for office supplies and audio-visual equipment. The largest activity was funded for $312,000 with 85 percent of the activities being funded for less than $50,000. Eighty-five percent of the activities started by January 1971 and only about 10 percent had ended before the school year had concluded.

Counseling Activities (3)

Counseling included those activities geared toward solving problems between students and faculties in a desegregated setting. All activities had one or more counselors of some type with 45 percent of these being guidance counselors. None of these activities appeared to be particularly innovative. Perhaps the most unique was a mobile guidance lab.

Personnel hired were generally limited to counselors with a few consultants and clerical personnel. About 80 percent of the personnel were full time and only one of the counselors hired for the activities in our sample was part time. Materials bought were evenly distributed over five categories; these being teaching materials, audio-visual equipment, testing materials, office supplies, and space. The largest activity in this category was funded for $256,000 and 85 percent were funded for less than $50,000. Ninety percent of the activities had started by January 1971 and 85 percent lasted until school was out.

Counseling Support Activities (4)

These activities were implemented to provide the counselors with the personnel and materials required to support counseling activities. They fell into a large number of sub-categories with about 55 percent being counselor aides, nurses, attendance officers, coordinators, and disciplinarians. Two of the activities appeared to provide unique services. The first of these was a public welfare assistance activity and the second was a vocational training activity utilizing visitation.

The racial mix of the personnel involved in these activities was about 50-50, but there were about 80 percent full-time blacks as opposed to only 65 percent full-time non-blacks. Many different kinds of personnel were utilized with the total number being uniformly distributed across teachers, teacher aides, administrative personnel, clerical personnel, and counselors. Materials for the activities were, in most cases, confined to written teaching materials, testing materials, office supplies, and audio-visual equipment.

The largest activity was funded for $118,000 with only 10 percent being funded for more than $50,000. In general, these activities were slightly slower in getting underway with only about 70 percent beginning by January 1971, but all but a few percent continued throughout the school year.

Ethnic Classes and Materials (5)

These activities were generally designed to present cultural differences to the students. Over half of the activities were the purchase of multi-cultural materials with the rest going for curriculum development and personnel. All of the activities could be placed in one of the above-mentioned categories and for this reason none appeared to be unique. Due to the nature of this categorization, the number of personnel hired were very few. Over half of these were part-time consultants or teachers. The majority of the materials bought were written teaching materials and audio-visual equipment.

The largest activity was funded for $217,000 and 80 percent were funded at levels under $50,000. Seventy-five percent of the activities had begun by January 1971 and almost 95 percent did not terminate until the school year had ended.

Non-Ethnic Classes and Materials (6)

The activities included in this category contained no mention of ethnicity. They contained a large variety of teaching techniques and many enchanced the school's curriculum. Many could be termed as particularly innovative with labels such as "Special Interest Courses," "Work-School Program for Dropouts," "Mobil Museum," and a "Paperback Library." A large number of personnel were hired with the average being over two per activity. Most of the personnel were teachers and outside consultants, and there seemed to be approximately a one to one ratio of full-time to part-time workers and no biases due to race. As with ethnic classes, the non-ethnic classes spent most of the dollars for materials on written teaching materials and audio-visual equipment.

The largest of these activities was funded for $754,000 and only 15 percent were funded at levels exceeding $50. These activities tended to start early with 85 percent beginning by January 1971 and about 95 percent lasting through the end of the school year.

Teacher Training (7)

These activities were generally geared toward changing teachers' attitudes toward desegregation or introducing basic learning skills. About 60 percent of the activities were actually a supplement to the normal in-service training programs taking place prior to the 1970-71 school year. Due to the supplementary nature of these activities, only a few appeared to be innovative. The most unique was a teacher exchange activity, with teachers from different schools trading places for a period of about one week. This technique enabled teachers to gain experience in teaching classes with a different racial mix than they were ordinarily used to.

The largest group of personnel paid with these funds, other than providing stipends for teachers and teacher aides, were outside consultants. Over 80 percent of the personnel were part-time workers with non-blacks outnumbering blacks only slightly. A large percentage of the materials purchased included written teaching materials, audio-visual equipment and office supplies.

The largest activity of this type was funded for $971,000 and about 80 percent were funded at levels below $50. About 75 percent of these activities had started by January 1971 and over 90 percent continued through the school year.

Teacher Aides and Other Support Personnel (8)

These activities, as the category name implies, were geared to provide support for regular teachers through the use of aides or substitutes. Almost 70 percent of these activities were designated as "teacher aides" with the remainder being substitute teachers or some other form of classroom aide. For this reason, none could be isolated as being unique. Ninety-five percent of the personnel hired were designated as either teachers or teacher aides, with about 40 percent of these being black and less than 10 percent being part-time workers. The materials purchased for these activities were similar to those purchased for teacher training activities with the majority of materials being written teaching materials, audio-visual equipment, and office supplies.

The largest activity of this type was funded for $389,000 and about 80 percent were funded at levels below $50,000. These activities tended to start earlier than most with over 90 percent underway by 1971 and virtually all lasting until school was out.

Student-to-Student Activities (9)

Student-to-student activities were designed to provide a means for students to interact outside the classroom but within an educational environment. All of the activities encountered could have been grouped into the broad category of extra-curricular activities, and due to the nature of the category title many seemed to be quite innovative. Some of the more novel were titled "Shared Experience Program," "Preparing Programs for a Radio Station," "Ecology Week," and "Mobile Zoo." At first sight it appears that many of these activities are not closely related to desegregation, but when it is realized that many underprivileged children have never been subjected to any of these experiences, the relationship becomes apparent.

Most of the personnel utilized in these activities were teachers and outside consultants. The racial balance was about one to one, but only about 25 percent of the personnel were full time. The majority of the materials purchased included written teaching materials, human relation literature, recreation equipment, and office supplies.

The largest activity of this type was funded for $130,000 and 95 percent of the activities were funded at levels below $50,000. Seventy-five percent of the activities had begun by January 1971 and over 90 percent were continued through the end of the school term.

Busing (10)

These activities provided the school districts with additional transportation and in some cases were designed to improve bus routes. About 50 percent of the activities included the purchase of at least one bus. None were particularly innovative, but one--providing transportation aides--could possibly be labeled as unique. The majority of personnel hired were part-time bus drivers of which about two-thirds were black. The majority of the funds were spent on buses and salaries of bus drivers. In the sampled schools, about 75 percent of the principals said that blacks and whites rode the buses together and only about 15 percent of the schools had a late bus policy.

The largest activity of this type was funded for $533,000 with about 90 percent being funded at levels below $50,000. About 90 percent of these activities had started by January 1971, and about the same number continued through the end of the school year.

Remedial Education Personnel (11)

These activities were designed to provide remedial education in the school with the majority of funds being spent on personnel. All were oriented toward the below average student and none seemed unique when compared with the average. The activities averaged about five personnel per activity and over 60 percent of these were teachers or teacher aides. When materials were purchased, they included written teaching materials and audio-visual equipment.

The largest activity was funded for $120,000 and about 90 percent were funded at levels below $50,000. Over 80 percent of the activities had started by January 1971 and virtually all continued throughout the school year.

Remedial Education Programs and Materials (12)

These activities were geared to provide remedial education in the school with a large portion of the funds being used for program development and materials. Over 75 percent of the activities in this category were oriented toward the improvement of basic reading skills with the remainder being generalized or mathematics activities. Some of the more novel activities utilized the use of a learning machine and a few took the approach of revising the reading materials to be used. Most of the personnel hired were teachers and teacher aides with about 75 percent being employed full time. The activities averaged about three and one-half personnel per activity with only about one-third being black. As with the previous category, the great majority of materials purchased were written teaching materials and audio-visual equipment.

The largest activity was funded for $228,000 and about 75 percent were funded at levels below $50,000; over 80 percent had begun by January 1971, and all continued through the end of the school year.

Special Comprehensive Planning (13)

These activities were solely related to planning which included studies related to desegregation and education in general. In fact, 90 percent were titled "Special

Comprehensive Planning." A small number of administrative and clerical personnel were hired and other expenditures were confined to office supplies and per diem.

The largest activity of this type was funded for $143,000 and all but 10 percent were funded at levels below $50,000. Ninety percent of these activities had started by January 1971 and all continued through the end of the school year.

Administrative Personnel (14)

This category of activities covers the hiring or employment of personnel not coded elsewhere. A few of the activity names were "bookkeeper," "clerks," "resource personnel," "nurse," and "project director," but none seemed particularly innovative. About 80 percent of the personnel were full time with the nonblacks outnumbering the blacks by approximately two to one. Virtually all of the materials purchased were office supplies.

The largest activity of this type was funded for $394,000 with about 90 percent being funded at levels below $50,000. Ninety-five percent of the activities were underway by January 1971 and all lasted until the school year was finished.

Materials (15)

These activities covered the purchase of materials and equipment not coded elsewhere. They included supplies such as books, chairs, lockers, cafeteria equipment, and typewriters. None appeared unique, although one half of the activities mentioned specific items. Very few personnel were utilized, but all were full-time employees. As can be seen in the description above, most of the materials were school furnishings and office supplies.

The largest of these activities was funded for $110,000 and about 95 percent were funded at levels below $50,000. Eighty-five percent of the activities had begun by January 1971 and about 90 percent continued throughout the school year.

Facilities Improvement (16)

This group of activities covers the purchase of portable classrooms and the expansion or renovation of existing school facilities. Fifty-five percent of the activities involved some form of moveable classrooms and 30 percent called for renovations. The most unique was the building of a desegregation center which is also more closely related to desegregation than most of the others. There were very few personnel hired and most of these were part-time personnel used to assemble the classrooms and do construction work. As would be expected, most of the materials purchased were classrooms and renovation materials.

The largest of these activities was funded for only $80,000 and only 10 percent were funded at levels over $50,000. Ninety percent of these activities were started by January 1971, but only 60 percent continued throughout the school year.

Others (17)

These activities were those which could not be placed in one of the other 16 categories or were described too vaguely to be coded elsewhere. A few examples include "hygiene," "riot control," "program for pregnant girls," and a "security program." Most were, to some extent, rather unusual and many seemed closely related to desegregation. The number of personnel hired was small and included many various types as one would expect. The same kind of pattern evolved with materials purchased.

The largest activity in this category was funded for $96,000 and about 80 percent were funded at levels below $50,000. About 85 percent of the activities had begun by January 1971 and all lasted until school had terminated.

APPENDIX D

TABLES SHOWING SIGNIFICANT POSITIVE AND NEGATIVE ASSOCIATIONS OF THE 17 ESAP ACTIVITIES WITH THE MEASURES OF CHANGE

INTRODUCTION

This appendix contains the tables that were created to show the associations of the ESAP activities with the change measures. Three types are included. First of all, are the tables which show the responses for the four types of respondents, the director, principal, teacher, and student (D-1 through D-4). The second set show the findings for the teachers and principals broken down by degree of shift in racial mix (D-5 through D-8). Finally, Tables D-9 through D-11 show the results for the teachers for all twelve areas of change--not only the five which we selected as measures. Only the statistically significant findings at the 95 percent level have been included.

Table D-1

SIGNIFICANT POSITIVE AND NEGATIVE ASSOCIATIONS BETWEEN
ESAP ACTIVITIES AND THREE MEASURES
Director, Activities of Two Months' Duration or Longer

ESAP Activity	Measure			
	Black Student Attendance	Interracial Teacher Relations	Student Groupings	Total
1. Personal Community		+21		+10
2. Non-Personal Community				
3. Counselors				+13
4. Counselor Support			+22	+13
5. Ethnic Curriculum and Mat.				
6. Non-Ethnic Curriculum			+13	+8
7. Teacher Training		+18		
8. Teacher Aides			-13	
9. Student Programs		+14		
10. Busing				
11. Remedial Personnel				
12. Remedial Programs				
13. Planning				
14. Administrative Personnel	+22			+12
15. Materials		-22		-10
16. Facilities Improvement				
17. Others				

Table D-2

PRINCIPAL, ALL

ESAP Activity	Measure					
	Black Student Attendance	Interracial Classwork	Interracial Teacher Relations	Student Friends	Student Groupings	Total
1. Personal Community						
2. Non-Personal Community		+14				
3. Counselors					+22	
4. Counselor Support						+7
5. Ethnic Curriculum and Mat.				+21		
6. Non-Ethnic Curriculum						
7. Teacher Training						
8. Teacher Aides						
9. Student Programs						
10. Busing				+15	+18	+10
11. Remedial Personnel						-8
12. Remedial Programs						+9
13. Planning						
14. Administrative Personnel						
15. Materials						
16. Facilities Improvement				-20	-23	-9
17. Others						

Table D-3

SIGNIFICANT POSITIVE AND NEGATIVE ASSOCIATIONS BETWEEN ESAP ACTIVITIES AND THE FIVE MEASURES

Teacher, Activities of Two Months' Duration or Longer

ESAP Activity	Measure					
	Black Student Attendance	Interracial Classwork	Interracial Teacher Relations	Student Friends	Student Groupings	Total
1. Personal Community						
2. Non-Personal Community						
3. Counselors		+9		+9	+8	+6
4. Counselor Support		+8		+9		+5
5. Ethnic Curriculum and Mat.					-10	
6. Non-Ethnic Curriculum						
7. Teacher Training				-14	-7	-4
8. Teacher Aides						-2
9. Student Programs				+6		+4
10. Busing				+9		
11. Remedial Personnel	+8		-10	+9	+8	+4
12. Remedial Programs				+6	+8	+4
13. Planning						
14. Administrative Personnel					-11	
15. Materials				+15		+6
16. Facilities Improvement					-8	
17. Others						

Table D-4

STUDENT, CHANGE

ESAP Activity	Going to School	Student Friends	Riding the Bus	Total
1. Personal Community				
2. Non-Personal Community				
3. Counselors				
4. Counselor Support				
5. Ethnic Curriculum and Mat.				
6. Non-Ethnic Curriculum			-9	
7. Teacher Training	-14	-11	-12	-12
8. Teacher Aides			+7	
9. Student Programs				
10. Busing				-9
11. Remedial Personnel				
12. Remedial Programs		+16		
13. Planning				
14. Administrative Personnel				
15. Materials				
16. Facilities Improvement				
17. Others				

Table D-5

SIGNIFICANT POSITIVE AND NEGATIVE ASSOCIATIONS BETWEEN ESAP ACTIVITIES AND THE FIVE MEASURES

Principal, Activities of Two Months' Duration or Longer, Large Degree of Racial Mix Shift

ESAP Activity	Measure					
	Black Student Attendance	Interracial Classwork	Interracial Teacher Relations	Student Friends	Student Groupings	Total
1. Personal Community						
2. Non-Personal Community		+17				
3. Counselors						
4. Counselor Support						
5. Ethnic Curriculum and Mat.						
6. Non-Ethnic Curriculum						
7. Teacher Training						
8. Teacher Aides						
9. Student Programs						
10. Busing						
11. Remedial Personnel						
12. Remedial Programs						+11
13. Planning						
14. Administrative Personnel		-32				-16
15. Materials	+26					
16. Facilities Improvement			-22	-25	-27	-16
17. Others						

Table D-6

PRINCIPAL, NO CHANGE

ESAP Activity	Measure					
	Black Student Attendance	Interracial Classwork	Interracial Teacher Relations	Student Friends	Student Groupings	Total
1. Personal Community						
2. Non-Personal Community						
3. Counselors					+31	
4. Counselor Support				+26		+11
5. Ethnic Curriculum and Mat.				+30		+16
6. Non-Ethnic Curriculum						
7. Teacher Training			+15			
8. Teacher Aides						
9. Student Programs						
10. Busing						
11. Remedial Personnel		-24				-10
12. Remedial Programs						
13. Planning						
14. Administrative Personnel						
15. Materials						
16. Facilities Improvement						
17. Others						

Table D-7

SIGNIFICANT POSITIVE AND NEGATIVE ASSOCIATIONS BETWEEN
ESAP ACTIVITIES AND THE FIVE MEASURES
Teacher, Activities of Two Months' Duration or Longer, Large Degree of Racial Mix Shift

ESAP Activity	Measure					
	Black Student Attendance	Interracial Classwork	Interracial Teacher Relations	Student Friends	Student Groupings	Total
1. Personal Community	-14					
2. Non-Personal Community						
3. Counselors	+12			+17		+6
4. Counselor Support		+10		+9		+6
5. Ethnic Curriculum and Mat						
6. Non-Ethnic Curriculum						
7. Teacher Training				-15		-7
8. Teacher Aides				-9		
9. Student Programs				+12		+6
10. Busing						
11. Remedial Personnel		+19		+19	+30	+13
12. Remedial Programs					+19	+8
13. Planning						
14. Administrative Personnel						
15. Materials				+16		+7
16. Facilities Improvement					-12	
17. Others						

Table D-8

SIGNIFICANT POSITIVE AND NEGATIVE ASSOCIATIONS BETWEEN ESAP ACTIVITIES AND THE FIVE MEASURES

Teacher, Activities of Two Months' Duration or Longer, Small Degree of Racial Mix Shift

ESAP Activity	Measure					
	Black Student Attendance	Interracial Classwork	Interracial Teacher Relations	Student Friends	Student Groupings	Total
1. Personal Community						
2. Non-Personal Community						-4
3. Counselors		+14				+5
4. Counselor Support						
5. Ethnic Curriculum and Mat.					-14	
6. Non-Ethnic Curriculum						
7. Teacher Training	+6		+8	-8		
8. Teacher Aides						-3
9. Student Programs						
10. Busing						
11. Remedial Personnel	+9					
12. Remedial Programs				+9		+5
13. Planning						
14. Administrative Personnel					-12	
15. Materials						
16. Facilities Improvement				+16		
17. Others						

Table D-9

TEACHER, CHANGE

ESAP Activity	Black Attendance	White Attendance	Student - Student	Academic Gap	BS - WT	WS - BT	Teacher - Teacher	Student Friends	Student Groupings	Student Activities	Parent Contacts	PTA Meetings	Total
1. Personal Community	-14												
2. Non-Personal Community											+5		
3. Counselors	+12							+17					
4. Counselor Support			+10					+9					
5. Ethnic Curriculum and Mat.													
6. Non-Ethnic Curriculum													
7. Teacher Training					-12			-15					-3
8. Teacher Aides				+10				-9				+6	+2
9. Student Programs				-11				+12		+23			
10. Busing				-8									
11. Remedial Personnel			+19		+24	+19		+19	+30				+9
12. Remedial Programs									+19				
13. Planning													
14. Administrative Personnel													
15. Materials								+16		+19			+5
16. Facilities Improvement									-12				
17. Others					+34								

Table D-10

TEACHER, NO CHANGE

ESAP Activity	Black Attendance	White Attendance	Student - Student	Academic Gap	BS - WT	WS - BT	Teacher - Teacher	Student Friends	Student Groupings	Student Activities	Parent Contacts	PTA Meetings	Total
1. Personal Community													
2. Non-Personal Community												+8	
3. Counselors			+14										-5
4. Counselor Support		+5											+4
5. Ethnic Curriculum and Mat.				-18					-14				-9
6. Non-Ethnic Curriculum													
7. Teacher Training	+6						+8	-8				-7	
8. Teacher Aides										-8			
9. Student Programs		+6											
10. Busing											-33		
11. Remedial Personnel	+9										+7		
12. Remedial Programs								+9					
13. Planning													-19
14. Administrative Personnel									-12				
15. Materials													
16. Facilities Improvement								-16					-8
17. Others													

Table D-11

TEACHER, ALL

ESAP Activity	Black Attendance	White Attendance	Student - Student	Academic Gap	BS - WT	WS - BT	Teacher - Teacher	Student Friends	Student Groupings	Student Activities	Parent Contacts	PTA Meetings	Total
1. Personal Community													
2. Non-Personal Community													
3. Counselors			+9		-10			+9	+8				
4. Counselor Support			+8					+9					
5. Ethnic Curriculum and Mat.									-10			-8	
6. Non-Ethnic Curriculum													
7. Teacher Training								-14	-7				-3
8. Teacher Aides				+7								+4	
9. Student Programs		+4		-7				+6		+7			
10. Busing								+9					-3
11. Remedial Personnel	+8				+13	+10	-10	+9	+8		+7		+5
12. Remedial Programs		+3						+6	+8				
13. Planning													-11
14. Administrative Personnel									-11				-4
15. Materials								+15		+11			+4
16. Facilities Improvement									-8				
17. Others													